



PRIMARY SCHOOLS  
&  
THEIR TEACHERS  
IN  
WEST BENGAL

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## PREFACE

That the field of education in our country is thronged with many acute problems is only too well known. Keen interest is being evinced by the people all over the country in educational reforms. Although continuous efforts are being made since independence to provide greater educational facilities to larger number of students, a lot more remains to be done—particularly in the field of elementary education. Proper planning for expansion and improvement in the field of primary education should be based on data relating to facilities for study and work that are available in existing primary and junior basic schools, management of these institutions, availability of instructional materials, conditions under which teachers of such schools live and work etc. It is with this object the Department of Statistics, University of Calcutta, undertook this survey.

The survey was initiated in March, 1969 with a grant from the National Council of Educational Research and Training, Govt. of India. The original idea was to complete the project within one year. But due to unusual political situation prevailing in West Bengal and natural calamities, field work had to be continued till the middle of 1971. The report was submitted to the National Council of Educational Research and Training in March, 1972. The Ministry of Education, Government of India, is anxious to finalise a uniform pattern of education throughout India in the near future. Due to urgency of this fact the report is being circulated under confidential cover to the Council, the Planning Commission, the Central and State Governments and other concerned institutions for their use.

The authors record their deep sense of gratitude to the National Council of Educational Research and Training for financial assistance without which the survey could not have been completed. Sincere thanks are due to teachers and authorities of elementary schools surveyed for their help and co-operation extended to field investigators. The authors are also grateful to Shri H. B. Majumdar, Deputy Director of Public Instruction West Bengal, Shri S. P. Chatterjee, Deputy Chief Inspector, Primary Education, West Bengal and Inspectors/Inspectresses of schools in different





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It will be gratifying to the authors, if the findings of the survey prove useful in connection with the planning of expansion and development of primary education in the country.

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PART ONE  
INTRODUCTORY NOTES





## FREE AND COMPULSORY PRIMARY EDUCATION IN WEST BENGAL

In 1968 the Government of India enunciated its national policy on education. Amongst others the first principle was :

“Strenuous efforts should be made for the early fulfilment of the directive principle under article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.”

Though it is an accepted fact that illiteracy is the greatest single barrier to economic and social progress in the country still in India in spite of the adoption of the national policy on education, the number of illiterates has increased by 88 millions during ( 1951—1971 ) period. West Bengal particularly cuts a very sorry figure in this respect. According to the census report of 1971 West Bengal stands 12th in the statewise list of literacy in India whereas in 1951 and 1961 its position was 5th and 2nd respectively.

At the last meeting of the Central Advisory Board of Education held on the 18th September, 1972, it was decided that universal and free primary education should be provided for all children ( age group 6—11 ) as soon as possible, in every state and union Territory and preferably by 1975-76. If owing to heavy backlog in development, this time limit proves unattainable in any state, some extra time may be given to the state concerned, but under any circumstances, the programme should be completed by all states and union territories by the end of the Fifth Plan. In regard to the children in the age group 11-14, it should be possible to bring them all under education either on a fulltime or on a part-time basis by 1980-81.

If this goal is to be realised it will be necessary to enrol all children of the age 6 in class I in 1973 and to continue such enrolment every year and further to ensure that every enrolled child shall continue to study on a wholetime basis. For implementing the above, certain modifications in the system of primary education have to be accepted :

- (1) Instead of a single entry there should be multiple entry in the primary schools at 6 +, 11 + and 14 +.





- (2) A programme of part-time education should be introduced in order to cover all children who have to work and cannot attend on a whole-time basis.

The task is obviously stupendous and will have to be attempted in three phases which will have to be simultaneously pushed.

The first phase is **Universal provision of schools**, the second is that of **Universal enrolment** and the third is that of **Universal retention**. We shall try to discuss the above scheme with regard to West Bengal.

Table—1. Literacy rate ( including population in age group 0—4), of India and West Bengal, 1971.

Percentage\* of literate and educated persons.

	Males	Females	Total
Urban	62.01 (61.28)	47.84 (42.26)	55.93 (52.49)
Rural	35.80 (33.76)	15.02 (13.17)	25.72 (23.74)
Total	42.81 (39.45)	22.42 (18.72)	33.20 (29.46)

\* For India figures are given in brackets.

The above table gives the literacy rates of India and West Bengal region-wise namely urban and rural. It may be seen from the table that the figures for West Bengal are slightly higher than the national figures but we are far behind the advanced group of states e.g. Kerala, Tamil-Nadu, Mysore, Maharashtra and Gujarat. In ten years ( 1961-71 ) we failed to improve our literacy rate compared to others.

In order to review this fact and also to suggest some remedial measures a fact finding survey of Primary schools and their teachers was undertaken by the Department of Statistics, Calcutta University.

When this survey was initiated in March, 1969 there were in all 33457 primary and junior basic schools in the State. Out of this 1432 primary and 103 junior basic schools were selected randomly from different districts of West Bengal having proportionate representation in the sample. From the facts stated below facilities available as well as quality of education in primary schools will be abundantly clear.

Primary schools are mostly co-educational particularly in rural areas. Nearly half of rural primary schools work with 100 students while in 45% of urban primary schools roll strengths vary between 101 and 200. Many primary schools are housed in kutchha or improvised buildings in rural areas. About 10% of them are located in buildings made available through the courtesy of charitable institutions. In one third of the total primary schools, there is only one room within which all four classes are held.





Students sit on floor in sizeable percentage of rural schools and in a moderately large percentage of schools in urban areas. This overcrowding in one room is prejudicial to effective teaching. Sanitary arrangements do not exist in most of the elementary schools, even drinking water is not available in many primary schools in rural areas and in some schools in Calcutta.

To make lessons more impressive to children, teaching aids and accessories like globes, maps, models and books should be made available to the students of primary schools. Unfortunately these are grossly lacking in many of the institutions. Many schools do not possess even one blackboard ; seventy five percent of primary schools in rural areas and sixty six percent in urban areas do not possess any books either for the students or for the teachers.

Dearth of qualified and competent teachers has been a major impediment to the successful teaching in elementary schools. About 25% of the teachers working in rural areas are not even matriculates and a considerable portion out of them have no formal training in methods of teaching. In one district the percentage of non-matriculate teachers is as high as 50%. The detailed figures are given below.

Table—2. Percentage of Non-matriculate teachers in Rural Primary Schools in West Bengal.

Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapur
17.5	43.4	26.2	23.8	29.3	23.9	27.1
Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	
28.1	24.6	50.4	36.8	33.5	36.3	
Murshidabad	Jalpaiguri		Total			
28.0	26		28.5			

The average number of teachers in a rural primary school is less than two in Darjeeling and Purulia. In about 10% of rural primary schools there is only one teacher, percentages of one-teacher schools in the rural areas of Purulia, Murshidabad, Jalpaiguri, Darjeeling, Bankura, Coochbehar and Malda are respectively 42.0, 23.7, 21.4, 20.0, 13.9, 10.7 and 9.8.

A short account of the existing condition of the primary schools has been depicted above. The first and the foremost task will be to introduce radical measures so that the quality of instructions to be imparted in elementary schools may improve. The radical measures include employment of qualified teachers, availability of teaching aids and accessories and the improvement of physical facilities.



The total number of Primary schools existing in 1969 in the rural areas of West Bengal was 29673. This has proved to be inadequate for universal elementary education in 1971. More schools are needed to cope with the needs for compulsory primary education. From the census age groups namely 0—4, 5—9, 10—14, population total in the age group 6—11 can be obtained for each district. These estimates are divided by the average roll strengths to get the required number of schools. From this the number of teachers needed may be calculated. The following table gives the number of schools and teachers required to ensure compulsory education for the age group 6—11.

Table—3. Number of schools and of teachers existing in 1969 and estimated to ensure compulsory education for age group 6—11.

District	1. Number of schools			2. No. of teachers estimated on the basis of	
	a) Exist- ing	b) Esti- mate	c) % increased	i) 3 teachers per school	ii) 4 teachers per school
Howrah	1379	1523	10.4	4569	6092
Darjeeling	547	1085	98.4	3255	4340
Hooghly	1878	2531	34.8	7593	10124
Burdwan	2275	3669	61.3	11007	14676
24-Parganas	3933	7789	98.0	23367	31156
Nadia	1472	2905	97.4	8715	11620
Midnapore	5938	7730	34.2	23190	30920
Birbhum	1418	2932	93.7	8796	11728
Bankura	2327	4669	100.6	14007	18676
Purulia	2194	4082	86.1	12246	16328
Malda	1065	2867	169.2	8601	11468
W. Dinajpur	1463	2784	90.3	8352	11136
Coochbehar	1045	1660	58.9	4980	6640
Murshidabad	1651	4464	170.4	13392	17856
Jalpaiguri	1088	1667	53.2	5001	6668
Total Rural	29673	52357	76.4	157071	209428
Total Urban	3784	6008	58.8	18024	24032
Total	33457	58365	74.4	175095	233460

From the table it is clear that to cope with the needs for compulsory education an estimated total of 58,357 schools in rural areas and 6008 schools in urban areas will be necessary i.e. additional 75% of the existing rural





schools and 60% of urban schools should be established in the state. For the additional schools about 1,49,264 more teachers will be required. At the existing rate of payment the additional expenditure for teachers and contingency only will be approximately Rs. 3 crores for the first year. The expenditure will increase in subsequent years.

At the primary and middle school stages, a good deal of additional investment would be necessary for programmes of qualitative improvement. It is proposed to introduce work experience in classes I—VIII. This programme will need training of teachers and provision for equipments. For improving science teaching at the primary stage we need to supply simple equipment and trained teachers. We have to carefully examine the quantitative and also the qualitative aspects of this scheme and then the total financial commitment may be worked out. Only for expansion total expenditure is expected to be Rs. 65 crores in West Bengal.

For the country as a whole the Ministry of Education has estimated additional full time enrolment in the Fifth Five Year Plan in classes I—V which would be roughly 141 lakhs. This will need 3.5 lakhs of additional teachers, similarly the full time enrolment in classes VI—VIII would be 73 lakhs and this will need 2 lakhs of additional teachers. The total cost of the quantitative and qualitative programmes in primary and middle school education for India has been estimated as Rs. 1575 crores (Rs. 990 crores for expansion and Rs. 585 crores for quality).

We have so far discussed only the first phase namely **universal provision of schools**. We have to consider along with it the other two phases namely **universal enrolment** and **universal retention**.

Majority of non-attending children may be classified as girls and children from weaker sections of the community. State Education Department should look after the enrolment and attendance of these groups. If necessary, suitable laws may be enacted for this purpose.

**Universal retention** is another serious problem. Out of every 100 children that enter in class I only 40 reach class V and 25 reach class VIII. The drop-out rates are higher for girls and scheduled castes. Sufficient steps should be taken to ensure that these dropout rates are reduced to minimum. Some incentives may be given to children of economically and/or socially backward families in order to prevent their dropouts before the completion of the primary/junior basic course.



A suitably oriented system of education can facilitate and promote social change and contribute to economic growth. Since independence very little has been done to provide better education to larger numbers on more uniform patterns. At the time of independence literacy rate in India was only 12 per cent. in 25 years, this rate has only increased to 29.46 per cent. When article 45 of the constitution was adopted in 1950, the expectation was that the provision of universal education in the age group of 6—11 could be done in 10 years. But even after 20 years we are far behind our objective. Let us hope that during the Fifth Five year plan, it will be possible to remove illiteracy from the country by the determined efforts of the Government and the people.





*Extract from*

**THE WEST BENGAL PRIMARY EDUCATION BILL  
1973.**

*(As passed by the Assembly on the 5th May, 1973)*

WHEREAS it is expedient to make better provision for the development, expansion, management and control of primary education with a view to making it universal, free and compulsory ;

It is hereby enacted in the Twenty-fourth Year of the Republic of India, by the Legislature of West Bengal,

**Free and Compulsory Primary Education**

Every Primary School Council shall prepare, in accordance with such directions as may be given by the Director in this behalf, a scheme for the entire area within the jurisdiction of the  
**PREPARATION OF SCHEME** Primary School Council or any part thereof to provide compulsory primary education for children ordinarily residents within such area and shall submit the scheme to the Board which shall send it with its observations to the Director within such time as may be specified by him.

The scheme referred to in section 79 shall be in such form as may be prescribed and shall contain the following particulars namely :—

- |                          |                                                                                                                                                                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Particulars<br>of Scheme | (a) The area in which primary education shall be compulsory with population ascertained at the last preceding census ;                                                                                                                                                                               |
|                          | (b) The approximate number of children in such area classified according to age, sex and mother tongue ;                                                                                                                                                                                             |
|                          | (c) A list showing therein the number of existing primary schools, classified according to the language in which instruction is given in such schools, the location of such schools, the number of teachers and students in each such school and the accommodation available for enrolment therein ; |



- (d) a list showing therein the number of new primary schools proposed to be opened classified according to the language in which instruction is proposed to be given in such schools. The location of the proposed schools, the number of teachers and other staff that would be required and the accommodation that would be available in such schools ;
- (e) the recurring and non-recurring expenditure of the scheme ;
- (f) a sketch map of the area to be covered by the scheme indicating therein the area of each thana or ward, location of existing primary schools and of the proposed new primary schools ;
- (g) such other particulars as may be prescribed.

(1) The State Government may, after such enquiry as it may consider necessary, sanction with or without modification the scheme submitted under section 79 and the scheme so sanctioned shall be published by notification and shall come into force from such date as may be specified by the State Government in the notification.

**SANCTION OF STATE GOVERNMENT TO THE SCHEME**

- (2) Every scheme of free and compulsory education sanctioned under the West Bengal Urban Primary Education Act, 1963 and in force in any area immediately before the coming into force of this Act in such area shall, unless otherwise directed by the State Government, be deemed to be a scheme sanctioned under this Act.

(1) A scheme sanctioned under section 81 may, from time to time, be modified by the State Government or, with the approval of the State Government, by the Primary School Council having jurisdiction over the area covered by the scheme and when a scheme is so modified, the modified scheme with reasons for making the modification shall be published by notification.

**MODIFICATION ETC., OF THE SANCTIONED SCHEME**

- (2) The State Government may order in writing stating the reasons for so doing temporarily suspend a sanctioned scheme.
- (3) When a sanctioned scheme is temporarily suspended by an order under sub-section (2) the State Government shall give the Primary School Council concerned an opportunity of stating its views on the order and after considering the views of the Primary School Council the State Government may revoke the order temporarily suspending the scheme, or withdraw the scheme and direct the Primary School Council to prepare a fresh scheme.





(1) When a scheme sanctioned by the State Government comes into force in any area no fee shall be charged in respect of any child attending a primary school in such area managed or aided by the Primary School Council.

(2) Primary Education shall continue to be compulsory and no fee shall be charged by any primary school under public management in the area in which primary education was declared compulsory under the Bengal ( Rural ) Primary Education Act, 1930

Ben. Act. VIII  
of 1930

(1) It shall be the duty of a Primary School Council to cause to be prepared, within a period of three months from the date of coming into force of a scheme and in such manner as may be prescribed, a list of children in the area covered by the scheme and the Primary School Council shall cause the list to be revised at such interval as may be prescribed.

LIST OF  
CHILDREN

(2) The State Government may, by order, extend the period for the preparation of the list referred to in sub-section (1).

(3) It shall be the duty of the teachers and other staff of all primary schools managed or aided by the Primary School Council to assist in the preparation or revision of the list referred to in sub-section (1) in the manner indicated by the Primary School Council. The Primary School Council may, with the approval of the State Government, also appoint other persons including Inspecting Officers and other employees of the State Government including teachers for the preparation or revision of such list.

(1) There shall be a Welfare Committee for each primary school. The Welfare Committee shall be constituted by the Primary School Council and shall consist of the following members namely :-

WELFARE  
COMMITTEE

- (a) the head teacher of the primary school ;
- (b) one assistant teacher of the primary school elected by teachers other than the head teacher there of from amongst themselves ;
- (c) four guardians elected in the prescribed manner by guardians of the students reading in the primary school from amongst themselves ;
- (d) one person interested in education nominated by the Primary School Council concerned ; and



( x )

(e) where the primary school is situated within the jurisdiction of—

- (i) A *Gram Panchayat*, on person elected in the prescribed manner by the members of such *Gram Panchayat* from amongst themselves.
- (ii) the Corporation of Calcutta or a municipality, one person elected in the prescribed manner by the Councillors of the Corporation of Calcutta or by the municipal authority of such municipality, as the case may be, from amongst the persons residing within a distance of sixteen hundred metres from the premises of the school.

Explanation—In this clause the expression “municipal authority” has the same meaning as in section 76.

- (2) There shall be a Chairman and a Secretary of the Welfare Committee elected from amongst the member referred to in clauses (c) (d) and (e) of sub-section (1)
- (3) The head teacher of the school concerned shall be the Assistant secretary of the Welfare Committee.
- (4) If a Welfare Committee is not formed within six months from the date on which the Act comes into force in any area in which the primary school is situated the Primary School Council shall appoint an ad hoc Welfare Committee with four nominated guardians and the head teacher as members. Such ad hoc Committee shall function until a Welfare Committee is formed in the manner laid down in sub-section (1).





PART TWO  
REPORT



A Primary School in the District of 24-Parganas, West Bengal





## CHAPTER I

### INTRODUCTION

A suitably oriented system of education can facilitate and promote social change and contribute to economic growth by creating requisite attitudes and aptitudes for specific tasks of development. Expansion at all levels of education has accordingly been a major problem with planners and administrators. Although much has been done since independence to provide better educational facilities to larger numbers on more uniform patterns, a lot more remains to be done particularly in the field of elementary education. Facilities for universal elementary education are a prerequisite for equality of opportunity and the content and quality of elementary education determine the infrastructure of an entire educational system. Our commitment in this regard is free and compulsory elementary education to all children aged 14 or less, our fourth plan target for percentage enrolment in the age-group 6-11 has been 85.3 and our corresponding position in 1968-69 was 77.3 for India as a whole and 73 for West Bengal. This only relates to availability of education. Quality of education imparted in primary and junior basic schools suffers from dearth of qualified teachers, lack of physical facilities, paucity of teaching aids and accessories and similar other circumscribing factors.

Planning for expansion and development in the fields of primary education must be based on reliable data indicating facilities for study and work currently available in primary and junior basic schools as well as current handicaps faced by authorities of such schools. Conditions under which teachers of such schools live and work should also be studied. Current averages of roll-strength and numbers of teachers in a school, average salary of a teacher, average teacher-pupil ratio, rate of school enrolment in the age-group 6-11 will be required to estimate the number of schools to achieve a certain target of enrolment, the number of teachers to man these schools and the additional cost on account of them. Such estimates must also take into account regional variations, whenever considerable.





It was with this end in view that the Department of Statistics Calcutta University undertook this survey of facilities for study and work available in primary schools of West Bengal and socio-economic conditions of their teachers. In view of the large number of schools and of teachers, a sample survey was attempted instead of a complete census. A properly designed sample of schools is adequate for a fact-finding enquiry meant to provide over-all averages and to represent regional and other relevant variations. Thus figures presented in this report strictly relate only to the aggregate of schools selected in the sample and to the community of teachers working in them. Although such figures are expected to be representative of the entire populations of elementary schools and their teachers and inferences based on such figures are expected to be generally applicable, in some items they may be seemingly at variance with available figures for the universe in view. In some of these cases, figures and facts compiled in the survey have been supplemented by available figures from the state education department.

Sampling designs suitable for large-scale surveys of educational institutions are usually designs of stratified random and stratified systematic sampling, stratification taking into account possible and suspected differences among groups of schools in respect of the characteristics to be studied. However, the sampling frame available may not always show necessary stratification variable against the different sampling units.

Moreover, optimum determination of strata and optimum allocation of the total sample size among strata are rendered difficult by the presence of a large number of estimation variables and the non-availability of knowledge regarding their distributions.

When this survey was initiated in March 1969 there were in all 33457 primary and junior basic schools in the state, 3784 of them in municipal towns and the rest in rural areas. A total of 1,10609 teachers were employed in these schools.

Facilities for study and work vary from district to district, from urban to rural areas within a district and from one form of management to another within an urban area. Unlike secondary schools, however, sex of the pupil is not a distinguishing characteristic of a primary school, since almost all rural schools and most urban schools have both boys and girls on their rolls. Education is free in all rural primary and junior basic schools and all these schools are financed by the Government. In urban areas, privately managed schools accept fees from their pupils and are only financially supported by the state government. Schools





run by local bodies i. e. Calcutta Corporation and Municipalities in district towns also impart free education. Service conditions of teachers in all such schools are not uniform. There are some government sponsored free primary schools in urban areas with a bulk of refugee teachers.

Although little distinction now remains in the curricula of primary and junior basic schools, they were set up with different objectives and received unequal aids. Thus location (district, urban/rural), management/ ( government, private body or corporation/municipality/in the case of urban schools ) and category (primary and junior basic) are three distinguishing features of an elementary school. Since stratification according to these three simultaneously was neither possible nor suitable, it was decided to form strata on the basis of location alone and to obtain information regarding the other two incidentally. Accordingly rural and urban schools in each district formed two district strata. Samples with a sampling fraction varying between 4 and 5 percent in rural areas and 10 percent in urban areas were then selected at random from the lists of primary and junior basic schools as provided by the State Education Department. In this way 1356 and 386 schools were selected in rural and urban areas respectively.

The sample of teachers for this study comprises teachers working in schools selected in our sample.

Not all the 1742 schools selected for the survey could be ultimately covered. The failure to compile information in respect of 207 selected schools was mostly due to the location of some selected schools in almost inaccessible regions and the difficulty of reaching some schools in North Bengal owing to floods and landslides. Disturbances prevailing in the state also hindered visits and follow up revisits to some

**COVERAGE** schools situated in trouble-prone areas. Twentyeight schools mostly within the districts of Midnapore and 24-Parganas could not be traced at the addresses given against them in the sampling frame. Investigators could not reach 173 schools, 70 of them situated within the 5 districts of North Bengal. Due to floods, landslides and political uncertainties 42 out of 61 selected schools in Jalpaiguri and 15 out of 46 selected schools in Coochbehar could not be visited. Authorities of 6 schools—4 in Calcutta and 1 each in the districts of Hooghly and 24-Parganas—refused to provide relevant details. Thus the total number of schools from which more or less completed questionnaires could be collected stands at 1535. Of them 103 were junior basic and the rest included primary schools and primary sections of high or higher secondary schools where such sections were academically separated from the latter.



Nine of the junior basic schools and 346 of the primary schools visited were situated in municipal towns and cities. Table 1.1 gives numbers of elementary ( primary and junior basic ) schools existing, selected in our sample and visited by our investigators in rural and urban areas of different districts.

It is expected that physical facilities available for study and work to students and teachers will be better in academically separated primary sections of high or higher secondary schools than in purely primary schools.

Two questionnaires were used in the survey—one for the school and the other for each teacher working in the school. Items of information covered by the first questionnaire included among others housing condition ; teaching days and hours ; roll-strength ; room-size and sitting arrangements ; teaching accessories ; management ; teaching and other staff. The questionnaire for a teacher had in it questions regarding housing condition ; daily schedule of work ; family income and expenditure ; indebtedness ; educational and economic status of family members etc.

Field work had to be organised in several rounds because of vacations in schools ( periods of which vary from one district to another ) and because of the necessity to engage locally recruited field investigators in remote areas. Thus several training sessions were organised both at the headquarters as well as at convenient places in the districts of Midnapore, Nadia and Hooghly. Field investigators were instructed to contact the head-teacher or the secretary or any senior teacher for filling up the school questionnaire and to contact individual teachers for filling up the teacher questionnaires. This necessitated revisits to many schools. Teachers not present on the day of visit or not found ready with answers were requested to send by post their questionnaires duly filled-in. Postal enquiry had to be taken recourse to for removing errors, inconsistencies and omissions found on a scrutiny of the questionnaires. But this did not always yield satisfactory results. In the hill district of Darjeeling direct enumeration was not attempted in the rural schools. For most of the rural schools and some of the urban schools in this district, questionnaires were left with the District Inspector of Schools who distributed them to the selected schools with necessary instructions, checked them on return and transmitted them to us. In several other districts also this procedure had to be adopted in respect of some selected schools.





Supervisory visits by the Director, the Professors-in-charge and the field-supervisors were arranged in almost all the districts to initiate locally engaged investigators into fieldwork, to check the mode of compilation adopted and the accuracy of figures recorded by field investigators and to conduct certain type studies. Type studies were carried out to collect information regarding availability of text-books and equipments as clock/watch/gong etc. functions of the managing body; subjects and modes of annual examinations and full marks and pass marks in each subject; criteria for promotion to the next higher class; numbers of pupils newly admitted to a class, promoted from the lower class, detained in the same class, transferred to other schools and leaving studies; means adopted for raising school funds, opinions of teachers on the adequacy of prescribed text-books etc.

Filled-in questionnaires were scrutinised for possible errors. It came out during scrutiny that answers to some of the questions provided by the school authorities and teachers were only approximate. This has been noted later in the report while dealing with individual items. Responses on  
TABULATION scrutinised questionnaires were then transferred to transcription sheets after making necessary calculations and keeping an eye to the facility of tabulation. Appropriate card designs were then drawn up for the two questionnaires. Two cards had to be punched to transfer all the required information on the school questionnaire and one card had to be used for each teacher. For purposes of tabulation, schools were identified by a district code, a location(urban/rural)code and a category code (primary/junior basic). In making tables, however, schools in urban areas were classified according to management also.



## CHAPTER—II

### GENERAL ADMINISTRATION

Children receiving elementary education require more care and greater attention than their seniors in secondary schools. Each inhabited village should have a primary/junior basic school with in it and each large village or hamlet should be favoured with a few such schools within its ambit so that children residing in villages need not walk long distances to attend classes. Too many pupils should not be enrolled in a school, since only 3 teachers are available on an average in each school. Arrangements should preferably exist to provide free/subsidised tiffin to school children. To ensure all these, inspecting officers should visit these schools regularly and frequently.

Primary and junior basic schools are mostly co-educational—particularly in rural areas. There are only 13 out of 1095 primary schools meant exclusively for boys while 14 such schools admit only girl students. In urban areas, however, nearly 15% of primary schools managed by local bodies are meant for each sex, the percentage in respect of privately managed schools being about 7. All the 30 Government sponsored free primary schools in urban areas are coeducational. Among Junior basic schools, only two in urban areas are meant for girls only, rest are all coeducational.

A total of 1,25,907 children, including 47,170 (37.5%) girls, read in the 1095 rural primary schools selected in our study. Corresponding figures for the 286 primary schools in urban areas are 66,949 and 29,802 (44.5%). A little over 10,000 students including 6,449 (64.5%) girls are accommodated in 94 rural junior basic schools while out of 1,346 students in urban junior basic schools 862 (64.0%) are girls.

Less than two-fifths of students reading in rural primary schools are girls although the percentage of girl students in urban primary schools is 44.5. While junior basic schools in rural areas have 39% of girls on their rolls, nearly three-fourths of students in the 9 urban junior basic schools are girls. The smallest percentage of girl students (25) has been observed in the rural areas of Purulia, while about 43% of students in rural primary schools of Howrah, Nadia and Hooghly are girls.





Total roll strengths in elementary schools have been examined in table 2.1. The over-all average number of students in a primary school is 134.68 and that in a junior basic school is 173.55. Considerable variation exists, however, in this number between urban and rural areas and between areas in different districts. An urban primary school has on an average 192 students on its rolls compared to an average of 115 in rural areas. The picture is just the reverse in case of junior basic schools where average roll strengths in rural and urban areas are 176 and 150 respectively. Primary schools in the rural areas of Bankura and Purulia generally run with fewest pupils—less than 70 on an average. The average roll strength in a rural primary school of Howrah, Hooghly and Jalpaiguri is not below 150. In urban areas government sponsored free primary schools accommodate 210 students on an average.

Nearly half of rural primary schools work with 100 students at the most. Similar is the case with two-fifths of primary schools in cities and towns. Percentages of rural primary schools accommodating 100 students or less vary between 17.2 (observed in Howrah) and 87.6 (observed in Purulia). Only 106 (9.7%) schools situated in rural areas have enrolled more than 200 students—16 of them in the 5 districts of North Bengal. No school selected in Darjeeling and Bankura has more than 200 pupils on its rolls. There is, however, one school in a Coochbehar village having 465 students.

In about 48% of urban primary schools the total number of pupils varies between 101 and 200, there being less than 100 students in nearly 90% of these schools. While 7 privately managed schools accommodate more than 500 scholars each, in a total of 75 (22.3%) urban primary schools total enrolment exceeds 250.

Junior basic schools have usually larger number of students less than one fifth of them having 100 students or less. Total enrolment lies between 151 and 200 in about 30% of such schools and in 9 (8.7) of them—all located in rural areas—this figure varies from 301 to 400.

Information in respect of the year of establishment was collected from 852 out of 1095 primary schools selected in rural areas and 213 out of 337 primary schools selected in urban areas. This item of information was not included in the questionnaire when the survey was initiated. After the field work was in progress for sometime, investigators were instructed to collect information in respect of this item. As a result, data about year of establishment could not be found in a number of primary schools. From an examination of





data thus collected (table 2.2), it is revealed that only 315 (37%) out of 852 responding primary schools selected in rural areas were established before 1946. Since 1946 there has been a rapid increase in the number of primary schools in different areas. During the period 1947 to 1950, 10.9% schools were established, percentages of responding primary schools established in rural areas during the three plan periods being 22.3, 12.2 and 13.4 respectively. Only about 4% of such schools were established during 1966 to 1969. The position in respect of junior basic schools in rural areas is almost the same, percentages of respondent rural basic schools with years of establishment before 1946 and between 1947 and 1950 are 30.3 and 13.6 respectively, the corresponding figures for the three plan periods and the period between 1966 and 1969 being 22.2, 18.2, 10.6 and 4.5. None of the 4 respondent schools in the rural areas of Darjeeling was established before 1956. All the 30 government sponsored free primary schools in urban areas were established by 1960.

Only 36 out of 852 responding rural primary schools selected in this study were established since 1966. Corresponding numbers in urban areas are 18 and 213. During this period only 3 junior basic schools have been added. This is not at all an encouraging fact. In urban areas local bodies have established only 2 of the responding 39 schools managed by them since 1961.

To examine the expansion of primary education since independence, it is worth while to consider total numbers of elementary schools established in the state during various periods. The total number of such schools existing in 1947-48 was 13950; it rose to 15001 in 1949-50, to 20695 in 1954-55, to 27209 in 1959-60 and to 32581 in 1964-65. The figure for 1963-69 was 34672. Thus the number of elementary schools has more or less trebled itself during the period 1947-69. This definitely speaks of a vigorous effort on the part of our government towards fulfilling our obligation to provide free universal elementary education. However, the total number of inhabited villages in 1961 was 38,530 larger than the number of schools existing even in 1968-69. Thus the requirement of having one primary school in each inhabited village remains to be satisfied—even on the assumption of no conglomeration of existing schools in some villages.

Data relating to distance between the school surveyed and the nearest primary school, the existence of any other primary school in the village and maximum distance negotiated by a student were also examined. (Tables 2.3, Tables 2.4 and 2.5). Such data were reconsidered quite useful particularly for rural areas. It is found that the nearest primary school was within





a mile from 71.5% (783) of responding rural primary schools. In case of another 27.3% of these schools, the nearest school was at a distance ranging between 1 mile and 3 miles. Figures for junior basic schools in rural areas are closely similar to those for primary schools in such areas. Information was not available from 10 (0.9%) primary schools and 1 (1.1%) junior basic school in rural areas.

In urban areas primary schools exist—as they should—in close proximity to one another. In fact the nearest primary school was within a mile from 85% of schools visited by our investigators. Only one government sponsored free primary school reported that the nearest primary school was more than three miles away from it. This is not true, however, for junior basic schools.

About one-fifth of rural primary and/or junior basic schools reported that there was (were) some other primary school(s) in the same village, the exact percentages for primary schools and junior basic schools being 19.3 and 26.6 respectively. Information could not be collected from only 9 primary schools in rural areas.

Nearly 40% of primary schools selected in the rural areas of Howrah, Hooghly and Coochbehar reported the presence of some other school(s) in the same villages. While this is encouraging in one sense, it also hints at clustering of schools in some villages which along with the fact that the total number of schools is less than the total number of inhabited villages indicates the existence of quite a few inhabited villages without any Primary/Junior basic schools. This fact clearly indicates that more schools should be established in rural areas.

Slightly less than 85% (908 out of 1085) of primary schools in rural areas reported that no student had to negotiate more than a mile in attending school. Similar is the case with students in 55% of junior basic schools in rural areas. For about 15% (164 out of 1085) of primary schools and little more than one-third (35 out of 94) of junior basic schools, at least some students have to come from a distance between 1 mile and 2 miles. Some of the students attending in 9 primary and 4 junior basic schools cover distances of more than three miles from their residences.

While the medium of instruction in undergraduate and postgraduate classes continues to be a controversial issue, few will doubt the appropriateness of mother tongue as the medium of instruction in primary and secondary schools. It is found that in 98% of primary schools, selected in rural areas, Bengali is the only medium of instruction. In 6 out of 1095 primary schools selected, Nepali is the only medium of instruction. All these six





schools are in the rural areas of Darjeeling. One primary school in Purulia and another in West Dinajpur impart instructions in Hindi only and Urdu is the medium of instruction in one school selected in West Dinajpur. In 9 schools Bengali along with Hindi or English or Urdu or Tamil are used as media of instruction. In one school at Kharagpur, Hindi, Nepali, English and Urdu are media of instruction.

The picture in respect of primary schools in urban areas is somewhat different. Bengali is the only medium of instruction in 80.4% schools, numbers of schools with Hindi, Urdu and Nepali as the only medium of instruction being 46 (13.6%), 9 (2.7%) and 5 (1.5%) respectively. In 4 schools, Bengali is the alternative medium of instruction and in 1 school Hindi is the alternative. In 62 (18.4%) urban primary schools, 16 of them being managed by corporations/municipalities, instructions are imparted in languages other than Bengali.

The percentage of junior basic schools with Bengali as the only medium of instruction is 89.3, the corresponding percentages for Nepali and Hindi being 8.5 (8 out of 94) and 1.1 (1 out of 94) respectively. All the eight junior basic schools with Nepali as the only medium of instruction are in the district of Darjeeling. Bengali is the only medium of instruction in 8 (88.9%) out of 9 junior basic schools selected in urban areas while Hindi is the medium of instruction in the remaining school.

In some primary schools in urban as well as in rural areas, arrangements exist for providing free tiffin to the students. This has been possible through the generous help extended by philanthropic organisations like CARE etc. No such tiffin is provided to students in nearly 85% of schools in rural areas. In about two-fifths of schools in Calcutta no tiffin is provided, the overall percentage in urban areas being 80.1. Tiffin is provided, on five days in a week by all the twenty three schools under the Calcutta Corporation which were covered by the survey. Similar arrangements exist in 18.1% of junior basic schools in rural areas.

Attempts were made to collect information about frequency of inspection carried out by inspecting officers in elementary schools. Information could not be collected from 14% of rural primary schools and 20% of junior basic schools. Informants in about three-fourths of primary schools reported that inspecting officers visited their schools at least once a year. Most schools in each district except in the rural areas of Birbhum are inspected once a year. However, 87.2% of rural schools in Birbhum are inspected once in every three months, the rest being inspected twice a year. Inspection is





only irregularly carried out in 10.3% of rural and 15.7% of urban schools. About one-third of urban primary schools managed by municipalities and corporations reported similar events. Inspection is carried out once in every two years in 11 rural and 1 urban primary schools. According to information supplied by 9 rural primary schools and 3 privately managed urban schools receiving government aid, there was no inspection of these schools of which one (in Howrah) was established in 1952, another (in 24-Parganas) in 1955, a third (in Murshidabad) in 1968 and the other (in 24-Parganas) dates back to 1960. The remaining schools did not provide information regarding the years in which they were established.

Frequency apart, nature and comprehensiveness of inspection should be more carefully studied. It was found during visit by investigators to several schools that teachers absented themselves without notice and were in some cases quite impunctual in school attendance.

#### OBSERVATIONS.

Elementary schools are mostly co-educational particularly in rural areas. While 38% and 44.5% of children reading in rural and urban primary schools are girls, corresponding percentages in junior basic schools are 39% and 73% respectively. A primary school has an average of 135 pupils on its rolls compared to a figure of 174 in a junior basic school. In urban areas, however, these figures are 199 and 150 respectively. Nearly half of rural primary schools work with 100 students at the most while in 45% of urban primary schools roll strengths vary between 101 and 200. The total number of inhabited villages in 1961 is larger than the number of elementary schools existing even in 1968-69. The nearest primary school was within a mile from 72% of respondent rural primary schools. About one-fifth of elementary schools reported the existence of some other school(s) in the same village. Students in slightly less than 85% rural primary schools had to negotiate more than a mile at the most in attending schools. Bengali is the only medium of instruction in most (93.6%) elementary schools; however, Nepali, Hindi and Urdu are used in some schools where these languages happen to be mother tongues of local residents. All the 23 Calcutta Corporation primary schools provide free tiffin to their students on five days a week, though such facilities exist in only 15% of rural primary schools. Most (59.2%) elementary schools are inspected annually. Much remains to be said about the nature and comprehensiveness of such inspections. Nine rural primary schools and three privately managed urban schools reported no inspection ever carried out in them.



## CHAPTER III

### SCHOOL BUILDING & ACCOMMODATION

It is essential that class rooms provide adequate accommodation and sitting arrangement to pupils, that drinking water be available within the school compound and that sanitary arrangements like urinal and privy exist within the school area. It is also desirable that some open space be available within or near the school compound for sports and physical exercises and that a separate common room exists for teachers. It is also essential that different classes are held in different rooms.

Unfortunately, however, the neglect of primary education in this state denies a primary or junior basic school of most of these facilities. Even schools in urban areas suffer from the absence of these facilities.

Nearly 90% of rural primary schools and all junior basic schools selected in this study are housed in their own buildings (Table 3.1), while a little less than 10% of such schools are located in buildings made available through the courtesy of some charitable institutions. Nearly two-fifths of primary schools in urban areas, on the other hand, are accommodated in wholly or partly rented buildings. Although half of all the urban schools are housed in buildings of their own, the percentages of such schools in Calcutta and Howrah are only 19.8 and 36.4 respectively, the percentage in the remaining urban areas being 64.2.

A total of 93 rural and 39 urban primary schools as also 9 junior basic schools are housed in buildings made available by some charitable institutions. All the selected primary schools in the rural areas of Darjeeling, Bankura, Purulia, Malda, West Dinajpur, Murshidabad and Jalpaiguri are housed either in their own buildings or in buildings allowed free use of.

Many primary schools are situated in kutchha or improvised buildings, specially in rural areas. In fact, none of the 28 primary schools selected in the rural areas of Coochbehar is housed in a pucca building. Nearly





50% of all primary schools and 63.4% of rural primary schools are housed in kutcha huts. More than 80% of schools in the rural areas of Midnapore and Coochbehar work inside kutcha buildings. Junior basic schools are a bit more favourably placed in this regard. Only 12% of rural primary schools are located in pucca buildings. In urban areas this percentage is 57.6. Half of the junior basic schools in rural areas and all the 9 junior basic schools in urban areas are accommodated in pucca buildings. In quite a few schools either a part of the school building is kutcha or the school comprises several isolated rooms of which some are kutcha. Such school buildings have been recognised as semi-pucca. Percentages of schools housed in semi-pucca buildings are 23.9, 25.6, 24.2 and 36.7 in rural areas, Calcutta, Howrah town and other urban areas respectively. Nearly 30% of rural junior basic schools are also similarly placed. In urban areas 20% of Government sponsored free primary schools, 10% of privately managed schools and 4% of schools managed by local bodies are accommodated inside kutcha buildings.

In 22.7% of rural primary schools there are separate rooms for different classes and in as many as 36% of such schools there is only one room within which all the classes are held ( Table 3. 2. ). There exists only one class room in more than half of the primary schools

**CLASS ROOMS** selected in the rural areas of 24-Parganas, Bankura, West Dinajpur, Coochbehar and Darjeeling. It was found during supervisory visit that in some of these schools verandahs, corridors and similar spaces are also used for holding classes. In some of these one-room schools there is only one teacher while in a larger number there are two or three teachers. It is easily understandable that holding of different classes in different subjects by different teachers inside the same room is prejudicial to effective teaching. In the remaining 40% of rural primary schools, rooms are common at least to some of the classes. In urban areas about 14% of schools managed by local bodies, 11% of privately managed schools and 23% of government sponsored free primary schools compel students of all classes to sit inside the same room. Of the 9 junior basic schools selected in urban areas, 6 provide separate class rooms while in the remaining 3 schools rooms are common to some of the classes. In 44 out of 94 rural junior basic schools selected in the present enquiry there exist separate class rooms, in 34 other schools such rooms are common to some of the classes and students of all classes in the remaining 16 schools are made to sit inside the same room.





Students sit on floor in sizeable percentages (38.4 and 55.3) of primary and junior basic schools in rural areas and in a moderately large percentage of schools in urban areas (Table 3.3). In Calcutta, however, students in all classes have to sit on floor only in 5 out of 86 primary schools; in Howrah town this figure is 4 out of 33, although in other urban areas this is

**SITTING ARRANGEMENT** as 45 out of 218. In some of these schools students sit on matpieces provided by their schools. In some schools writing desks also are supplied to some or all students. Details about availability of matpieces or of writing desks were not, however, asked from all the schools visited.

In almost all schools teachers sit on chairs or stools. However, in 8.3% (91) primary and 23.4% (22) junior basic schools located in rural areas teachers have not been provided with any chairs or stools to sit on. Similar is the case with 5 urban schools included in the sample, 3 of them (including 2 in Calcutta) under the government management the two others being private aided institutions.

Separate common rooms for teachers exist in 20.8% (228) rural primary schools and 54.0% (182) urban primary schools. Among junior basic schools corresponding percentages are 56.4 and 77.8. However, in some of the other schools visited, one room was available for teachers and for keeping office materials and books.

Information regarding availability of drinking water to students has been examined in Table 3.4. Responses could not be properly secured from 61 rural and 11 urban primary schools as also from 6 rural and 1 urban junior basic schools. Tubewells provide drinking water to students in about 60% of rural and 40% urban schools.

**DRINKING WATER** Students in about one-fourth of rural primary schools have to drink water from wells while in about 5% of schools they have to use water from some tanks or ponds. In 10 primary schools selected in non-municipal towns tapwater facilities exist. It is unfortunate that in 44 (4%) primary schools selected in rural areas there is no arrangement for drinking water inside or near the school. In schools where students get drinking water from taps or tubewell or wells, the source of water is not necessarily inside the school. In fact, in half of the rural primary schools students have to walk some distance outside the school to reach the source of drinking water. In about one-fourth of these schools the source of drinking water is situated inside the school and in 15% other schools the source is very near. Students in all the selected





schools of Calcutta and Howrah town drink water from municipal water-taps and tubewells, percentages of schools providing for these two sources being 82.5 and 16.4 respectively in Calcutta and 21.2 and 78.8 in Howrah. In other municipal towns students of 17 (7.8%) schools get drinking water from wells, while no arrangement exists in 7 schools. Drinking water is not available to students in 9 (9.6%) selected junior basic schools in rural areas while in 60% and 20% of such schools, sources of drinking water are tubewells and wells respectively. Even in Calcutta, students in about 30% of primary schools do not get drinking water inside the schools. The overall percentage of urban primary schools providing drinking water inside the school compound is 49.3. Figures for urban and rural junior basic schools are 66.7 and 56.4 respectively. Schools with no arrangement for drinking water sometimes advise their students to bring water from their homes.

A more unsatisfactory affair is the absence of urinals and latrines in rural areas Table 3.5. It is well-known that most rural primary schools are co-educational and that lady teachers work in a considerable number of them. Pitted against this is the fact that there is no urinal in 931 (85%)

**SANITARY ARRANGEMENT** of selected rural primary schools. Not a single primary school visited in the rural areas of Darjeeling and Birbhum reported the existence of any urinal within or near the school. Latrines were not found in primary schools visited in the rural areas of Bankura, Birbhum and Purulia. Urinals exist in only 59 (5.4%) primary schools selected in rural areas. In 15 of them urinals were stated to be pucca, those existing in 11 other schools were reported as kutcha while conditions of urinals existing in the remaining 29 schools were not stated. In 20 out of these 59 schools, urinals are situated outside the school building. Sanitary and service latrines exist in 1.0% (11) and 9 (.8%) rural primary schools while conditions of latrines existing in 20 other schools were not properly noted. In 25 out of these 40 schools these latrines are within the school compound. Urinals and latrines do not exist even in some junior basic schools and in some urban primary schools. In 5 schools selected in Calcutta, 1 in Howrah and 90 in other municipal towns there are no urinals. Kutcha urinals exist in 28.8% and in 9.1% of primary schools in Calcutta and Howrah respectively. In about 43% primary schools in urban areas urinals are housed inside the school compound. Facilities do not exist in 60 (63.8%) rural and 1 urban junior basic schools. In only half of the rural basic schools having urinals these are within the school compound. In Calcutta 64% of primary school buildings are fitted with



sanitary privies while in Howrah sanitary privies exist in 48.5% of schools. In all the remaining respondent schools in Howrah service privies exist though 5 schools, selected in Calcutta have no privies at all. Privies do not exist in 88 (40.4%) primary schools in other municipal towns. Similar is the case with 64 (68.1%) junior basic schools in rural areas. In 22 urban primary schools including 4 in Calcutta privies exist outside the school compound.

Primary schools in rural areas naturally have some open space adjoining the school building though such spaces are not always taken advantages of in arranging games and physical exercises for students (Table 3.6). Urban schools are usually deprived of this opportunity. And

**OPEN SPACE** the position is a bit better in junior basic schools. Open spaces around the school building do not exist in 129 (11.8%) rural schools while from 93 (8.5%) schools information regarding the area of any space could not be gathered. Usually areas of such spaces are not properly recorded any where and figures obtained are somewhat approximate. While in 40.9% of rural schools open spaces measure more than half a bigha\*, they are not bigger than 2 kathas only in 10% of such schools. In urban areas open spaces are not available around school buildings in 36.8% of schools and in 16.6% of schools such spaces measure not more than 2 kathas. Only 5 (out of 94) selected rural and (1 out of 9) urban junior basic schools do not have any open spaces around their buildings. In each of 65 rural and 3 urban schools selected more than half a bigha of open land lies adjacent to the school building.

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\*One bigha of land comprising 20 kathas denotes an area of 14,400 sq. ft.





## OBSERVATIONS

Nearly 90% of rural primary schools and all junior basic schools selected in this study are housed in their own buildings, while a little less than 10% of such schools are located in buildings made available through the courtesy of charitable institutions. Many primary schools are housed in kutchra or improvised buildings, especially in rural areas. In less than 25% of rural primary schools there are separate rooms for different classes and in as many as 36% of such schools there is only one room within which all the classes are held. It is easily understandable that holding of different classes on different subjects by different teachers inside the same room is prejudicial to effective teaching. Students sit on floor in sizeable percentages of rural schools and in a moderately large percentage of schools in urban areas. Separate common rooms for teachers exist in 20.8% and 54.0% of rural and urban primary schools. Drinking water is not available within or near the school compound to children reading in 44 primary and 9 junior basic schools selected in rural areas. Even in Calcutta students in about 30% of primary schools do not get drinking water inside the school building. Sanitary arrangement do not exist in most elementary schools. There is no urinal in 85% of rural primary schools. Latrines were not found to exist in any primary schools visited in the rural areas of Bankura, Birbhum and Purulia. Urinals and latrines do not exist even in some junior basic schools and in some urban primary schools.



## CHAPTER—IV

### TEACHING AIDS & TEACHING PROGRAMME

Teaching aids and accessories like blackboards, maps, globes, models and books are not adequately available in many schools. Serious attempts to elicit information regarding the exact number of such equipments possessed by a school were not made during the earlier rounds of fieldwork although the availability or absence of these was noted in respect of each school covered. Data on teaching time, weekly total teaching time and annual total number of teaching days have also been collected and examined.

As many as 48 (4.4%) primary schools selected in rural areas and even 5 (1.5%) primary schools selected in urban areas work without any blackboard. Two rural junior basic schools are also similarly handicapped. Among the 626 rural primary schools supplying information about the number of blackboards possessed, only about one-fourth possess at least 4 blackboards for the 4 classes. In about 15% other responding schools there is only one blackboard, while in 30% others this number is two. It has to be noted, however, that four blackboards may not be necessary for a primary schools with 4 classes to function properly since some of the schools work in two shifts of two classes each. The picture in this respect is much better in urban areas. Numbers of blackboards possessed were available from 230 urban schools. Only 4 of them have 1 blackboard each, while the majority (77%) possess 4 or more blackboards. Quite a few schools possess at least 6 blackboards. This is explained by the fact that many of the urban schools have more than one sections in some or all of the classes. Thus the adequacy or otherwise of black-boards possessed by a school has to be judged in relation to the number of sections, number of class-rooms or portions of rooms available, number of shifts in which the school is working and the number of teachers engaged.

Among the 52 responding junior basic schools situated in villages and non-municipal towns, the numbers of schools possessing 1, 2, 3 and 4 blackboards are respectively 4, 4, 4 and 5. All the 3 responding urban junior basic schools have, however, 5 or more blackboards.





Most (90%) schools possess geographical maps, the position being slightly worse in urban areas. Information regarding number of maps available could not be ascertained from 456 (41.6%) rural and 106 (31.5%) urban primary schools as also from 44 (46.8%) rural and 6 (66.7%) urban junior basic schools. The number of maps in nearly half of the responding schools in urban and rural areas varies between 2 and 4.

**MAPS & GLOBES** In 26 (4.1%) rural and 4 (1.8%) urban primary schools this number exceeds 10. As many as 117 (10.7%) rural primary schools do not possess any maps. In fact, maps do not exist in the possession of at least one-fourth of such schools in the districts of Darjeeling, Jalpaiguri, Nadia, Malda and West Dinajpur. In urban areas, 43 (12.8%) primary schools gave similar reports. No map is available in 5 rural and 2 urban junior basic schools. All the 4 primary schools in Calcutta and all the 6 in Howrah reportedly having no map to demonstrate are managed by the government.

The availability of globes is obviously much less. About one-fourth of rural and one-third of urban primary schools do not have any. Nearly 36 percent of all urban and rural schools possess one globe each. Information about the number of globes available could not be secured from 398 (36.3%) rural and 92 (27.3%) urban primary schools selected the corresponding figures among junior basic schools being 38 (40.4%) and 6 (66.7%) respectively. Nearly 4% of rural and urban primary schools are equipped with at least 2 globes. The total number of globes possessed by the 697 responding rural primary schools is 468 while 245 urban primary schools providing relevant information possess a total of 164 globes.

Biological models as well as models for general knowledge and science are rarely available, being absent from nearly three-fourth of all rural and urban schools. More than 3 models exist only in 19 (2.1%) rural and 6 (2.2%) urban schools. Of course, information regarding the number of models available in 180 (16.4) rural and 62 (18.6%) urban schools has not been collected. The total numbers of models available for demonstration in and responding primary schools in rural and urban areas are 255 and 73 respectively. The position should have been but is not much better in junior basic schools, with nearly 60% schools both in urban and rural areas having no model.

A library in the proper sense of the term is unlikely to exist in a primary or a junior basic school. But arrangements should be made to make available to the students some story-books, biographies, books on general knowledge and games and exercises as also copies of recommended





text-books. It is easily understood that some of the poor students may not afford to purchase text-books recommended for them while even to those who can afford copies of such books reach quite late, mostly in the second quarter of the year. Recognising these difficulties, schools should have in their possession several copies of each prescribed book. Even when schools were found to have some books supplied free of cost to them either by the government or by publishing houses, these were not and probably could not be kept properly, not to speak of their being used. Lack of space, of furniture and of personnel may account for this sorry state of affairs. It was evidently difficult to collect the number of books possessed by different schools since no accession register was being maintained and in many of the schools our investigators and supervisors had to count the books existing. Figures provided by heads of some schools are rather somewhat rough estimates.

Three-fourths of primary schools in rural areas do not possess any book, the percentage being 66 among urban schools. Only in 69 (6.3%) rural and 66 (19.6%) urban schools there are more than 100 books, government managed schools in urban areas suffer from the non-availability of books to a larger extent than other urban schools. Junior basic schools present a slightly better picture, percentages of such schools possessing no book being 46.8 and 22.2 respectively in rural and urban areas and 28.7% of rural and 55.6% of urban schools possess more than 100 books each. The mere possession of books, however, is not what is wanted. They should be properly kept and students should be encouraged to make use of them.

Most elementary schools work during day-time, classes in several others are held in morning while a few other schools work in two shifts morning and day (Table 4.6). Only 3 rural schools, two primary and one junior basic school could not provide information in this regard. Percentages of rural and urban primary schools where classes are held during daytime are 86.9 and 68.8 respectively. All junior basic schools selected in urban areas work during the day, although the number of such schools in rural areas is 83 (out of 94). In 111 (10.1%) rural primary schools, classes are held in morning, probably because of some high/higher schools functioning in the same buildings during the day. Two shift primary schools - where some classes are held in mornings and others during the day - number 52 in all, 22 of them situated in urban areas alone. Obviously, the duration of each such shift is smaller than the working time of a one-shift school. The existence of such schools is to be explained by dearth of accommodation (urban schools

#### TEACHING TIME





having occasionally more than one sections in some of their classes) as also by dearth of teacher. All the 81 primary schools selected in the rural areas of Purulia work during the day and there is no two-shift school covered by the present enquiry in the rural areas of Howrah, Hooghly, Burdwan, Nadia, Bankura, Coochbehar, Murshidabad, Jalpaiguri and Darjeeling. In urban areas, a larger percentage (24.6) of primary schools work in the mornings or work in two shifts (6.5).

Table 4.7 presents information about total weekly teaching time in hours. It must be noted that, this is the maximum time as recorded by the school in respect of the highest class. It is also doubted that effective teaching is not being carried out even in highest class for the period shown in this table. In the greatest majority (70.8%) of rural primary schools, this time varies between 22 and 26 hours. The corresponding percentage in urban areas is only 62.3, although it is as high as 83.3 among GSFP schools there. Nearly 70% of junior basic schools also provide teaching for 22 to 26 hours a week. In fact, in no school covered in the rural areas of Darjeeling, Purulia and Malda reported a maximum teaching time less than 22 hours. In 4 rural and 17 urban primary schools this maximum does not exceed 18 hours. According to class routines supplied by 188 (17.2%) rural and 15 (4.5%) urban primary schools, weekly total teaching time in the highest class is (Class IV/Class V) at least 26 hours.

Total number of teaching days in a year was not found to vary much from one school to another, most schools providing lessons on more than 200 days. One reason for this uniformity is the fixation of the list of holidays in elementary schools by the State Education Department. Only 17 primary schools—7 of them in urban areas—reported less than 200 teaching days.

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## OBSERVATIONS

To make lessons more impressive to children, teaching aids and accessories like globes, maps, models and books must be made available in elementary schools. In primary schools, however, these are grossly lacking. Even blackboards do not exist in several (55) elementary schools. In about 15% of responding rural primary schools there is only one blackboard, while in 30% others this number is two. The adequacy or otherwise of blackboards possessed by a school has to be judged in relation to the number of sections, number of class-rooms or portions of rooms available, number of shifts in which the school is working and the number of teachers engaged. Three-fourths of rural primary schools and two-thirds of urban primary schools do not possess any books. Two - shift primary schools number 52 in all - 22 of them in urban areas alone. In the greatest majority (70.8%) of rural primary schools, the maximum total weekly teaching time varies between 22 and 26 hours. Most schools work on 200 days at least a year.





## CHAPTER V

### TEACHERS

The importance of the role played by teachers in the successful implementation of a system of education need not be emphasised. Even with the best system of education a staff of adequately qualified and experienced teachers is all but essential. The success with which a pupil learns depends to a considerable extent on the

#### ROLE OF TEACHERS

able guidance of the teacher and the reputation of any educational institution is greatly determined by the teachers working there. The Education Commission has rightly observed, 'Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant'. Report of the Education Commission, 1964-66, Ministry of Education, Government of India, p. 46.

One of the major problems which the educational institutions all over India are facing is the dearth of qualified and experienced teachers with suitable personal qualities and aptitudes and a spirit of devotion to their work. Poor scales of pay with little future prospect and waning social prestige of teachers are the main causes of failure to attract and retain an adequate number of qualified persons in the teaching profession. The problem has become more acute in rural areas most probably due to unsatisfactory conditions of service, lack of many of the amenities which one enjoys in urban areas, absence of other (supplementary) sources of income, difficulties that a person has to face in securing a place of residence particularly in rural areas etc.

Data relating to academic qualifications of teachers in elementary schools have been collected in details. A large majority of primary schools are in rural areas. Actually 67% of all primary school teachers work in rural areas. Women teachers constitute 18.8% of all the teachers in

#### QUALIFICATION OF TEACHERS

primary schools. Table 5.1 gives academic qualifications of teachers in primary and junior basic schools surveyed, separately for rural and urban





areas. Teachers in primary schools range from those who have not passed the matriculation or its equivalent examination to those who hold postgraduate degrees. There is a wide diversity among teachers of primary schools of different areas in respect of academic qualifications. More than one-fourth (28.5%) of all the teachers in rural areas are not even matriculates of whom three-fourths (21%) are trained and the rest (7.5%) are untrained. The largest percentage (50.4) of non-matriculate teachers is in the district of Purulia, where 40.6% of teachers are non-matriculates who have received some training in teaching and 9.8% of teachers have neither passed the matriculation examination nor have gone through any training course. More than two-fifths (43.4%) of teachers in the rural primary schools of Darjeeling have not passed the matriculation examination, the percentage of non-matriculate untrained teachers being 26.7. About 35% of teachers in rural primary schools in three out of the four remaining districts of North Bengal, viz. Malda (36.8%), West Dinajpur (33.5%) and Coochbehar (36.3%) are non-matriculates with 9.6, 3.2 and 12.1 as percentages of untrained non-matriculate teachers. In the remaining district of Jalpaiguri in North Bengal 20.4% of teachers are non-matriculates having gone through some training course and 5.6% of teachers are non-matriculates without any professional training. The percentage of non-matriculate teachers in rural areas is smallest in Howrah (17.5%), while corresponding percentages for the 8 other districts vary between 23.8 and 29.3. The situation is much better in schools managed by the Corporation of Calcutta with less than 5% non-matriculate teachers working in them. But the position is not at all satisfactory in schools managed by local bodies (municipalities) in other urban areas where one third (33.1%) of teachers have not passed the matriculation examination, with about half (16.1%) of them having no training. The picture in Government sponsored free primary schools is almost the same as that for rural area taken as a whole, with 29% of non-matriculate teachers of whom one fourth (7.9%) are without any training. The position is much better in privately managed aided schools where 9.3% of teachers are untrained non-matriculates and 5.6% of teachers have not passed the matriculation examination but have undergone some training courses. In urban junior basic schools one fifth of the teachers are non-matriculates with one fourth (4.4%) of them not having any professional training. Less qualified persons are employed in rural junior basic schools where the percentages of non-matriculate untrained teachers and non-matriculate trained teachers are 6.4 and 19.8 respectively.





About half of the teachers in rural primary and junior basic schools as also in government sponsored free primary schools are matriculates. Percentages of such teachers in rural primary schools vary somewhat from one district to another. The smallest percentages are noticed in the districts of Purulia (42.7) and Darjeeling (46.7) where the percentages of non-matriculate teachers have been already reported to be high. About 50% of teachers in primary schools in rural areas of 24-Parganas (49.0) and Hooghly (50.8) are matriculates, corresponding percentages for the other districts varying between 53.0 and 63.7. Percentages of matriculate teachers in urban areas are smaller, since larger percentages of more qualified teachers are employed in primary schools of urban areas. About one-third of teachers in primary schools managed by the Corporation of Calcutta (37.1%) and by local bodies (municipalities) in other urban areas (33.1%) and in junior basic schools of urban areas (35.5%) are matriculates, while about two-fifths of teachers in privately managed aided schools (42.0) in urban areas have similar academic qualifications. More than half of the matriculate teachers in rural primary schools are untrained. Percentages of trained matriculate teachers in rural primary schools in Government sponsored free primary schools and in urban junior basic schools are 24.0, 22.6 and 20.0 respectively. About two fifths of teachers in primary schools managed by the Corporation of Calcutta (37.1%) and in junior basic schools in rural areas (42.3) have passed the matriculation examination and have also some professional training, while only about 10% of teachers in primary schools managed by local bodies in urban areas other than Calcutta and in privately managed schools receiving government aid are similarly qualified.

It may be noted that there is a predominantly large percentage of matriculates and non-matriculates among teachers of primary and junior basic schools in rural areas and of Government sponsored free primary schools in urban areas. There is considerable variation in this percentage among primary schools in different districts, the overall percentage for rural areas being 83.0. Ninety percent or more of the teachers are matriculates or academically less qualified in districts of Darjeeling (90.1), Malda (91.2), and Purulia (93.1), corresponding percentages for Coochbehar, Bankura, West Dinajpur and Birbhum being 89.4, 88.3, 87.9 and 86.6 respectively. For the remaining 8 districts the percentage varies between 75.2 and 85.2. Four-fifths of teachers in Government sponsored free primary schools (80.5%) and in junior basic schools in rural areas (80.0) are matriculates at the most. About two-fifth of teachers in primary schools managed by the Corporation of Calcutta (41.9%) possess similar academic qualifications.





percentages for schools managed by local bodies in other urban areas, privately managed urban schools receiving aid from Government and junior basic schools in urban areas being 64.1, 56.9 and 53.3 respectively.

A small percentage of teachers in rural areas and a sizeable percentage of teachers for certain types of schools in urban areas possess graduate or post graduate degrees. Slightly less than 30% of teachers employed in primary schools run by the Corporation of Calcutta possess graduate or post graduate qualifications, corresponding percentages among teachers in primary schools managed by local bodies in other urban areas and in privately managed primary schools receiving Government aid in urban areas being 14.5 and 16.2 respectively. Percentages of teachers possessing such high qualifications are 8.9, 6.8, 5.8 and 4.0 for junior basic schools in urban and rural areas, Government sponsored free primary schools and primary schools in rural areas. Some variation in this percentages over different districts is observed. None of the teachers about whom information regarding academic qualification was collected from the rural schools in Darjeeling and Malda is reported to be a graduate. The percentages of teachers with graduate or post-graduate degrees are as small as 1.1, 1.9 and 2.8 in respect of teachers working in rural areas of Coochbehar, West Dinajpur and Purulia, percentages lying between 2.8 and 5.6 in the other districts excepting Howrah where 7.5% of teachers in rural primary schools possess graduate or post-graduate degrees.

From general considerations it may be suggested that teachers of primary schools should be at least matriculates. Percentages of teachers possessing higher academic qualifications ( Intermediate certificate or graduate degree ) is as high as 58.0 among primary school teachers employed by the Corporation of Calcutta while such percentages in respect of teachers of junior basic schools in urban areas, primary schools managed by local bodies (municipalities) other than the Calcutta Corporation and urban aided schools managed by private bodies are 46.7, 36.0 and 43.1 respectively. Only 20% of teachers employed in junior basic schools in rural areas possess similar qualifications, percentages being smaller still in respect of teachers in government sponsored free primary schools in urban areas (19.4) and in primary schools in rural areas (16.9). According to the trend already observed, comparatively small percentages are noted among teachers working in rural areas of Purulia (6.8), Coochbehar (7.7), Malda (8.8) and Darjeeling (10.0). Percentages are at least 20 in the districts of Jalpaiguri (18.6), Murshidabad (19.0), 24-Parganas (21.7), Hooghly (23.0)





and Howrah (24.9), percentages among teachers employed in rural schools of the remaining 6 districts lying between 11.7 and 16.2.

It has been already mentioned that a primary school teacher must pass the matriculation or its equivalent examination. It may be also added that a teacher should preferably have some training. Sizeable percentages of non-matriculates and untrained matriculates are employed as teachers in primary schools, the percentage of non-matriculates or untrained matriculates being 59.0 in respect of teachers in rural primary schools. Percentages are as high as 73.4, 72.8, 65.4, 63.2, 63.0 and 60.5 for teachers employed in rural schools of Darjeeling, Purulia, Midnapur, West Dinajpur, Jalpaiguri and 24-Parganas. For the rural schools of other districts the situation is not at all satisfactory, percentages varying between 49.3 and 57.2. Slightly less than 5% of teachers in schools run by the Corporation of Calcutta are untrained matriculates or non-matriculates. But nearly three fifths (57.9%) of teachers in Government sponsored free primary schools in urban area have similar academic qualifications. About one third of teachers in junior basic schools and slightly more than two fifths (44.5%) of teachers in privately managed aided schools in urban areas are either non-matriculates or matriculates without any professional training, the percentage of such teachers in urban schools managed by local bodies other than the Calcutta Corporation being 55.0. From the above discussion the dearth of qualified teachers in rural as well as in urban areas is clearly indicated, the problem being more acute in primary schools of rural areas.

Data relating to roll strength and number of teachers in different primary and junior basic schools included in the sample were collected. Table 5.2 shows average number of students, average number of teacher; teacher-pupil ratio for the schools of different areas. The average number of teachers is two or less for primary schools in the rural areas of Darjeeling (2.0) and Purulia (1.77). Averages for the rural areas of Bankura, Murshidabad, West Dinajpur, Birbhum and Midnapur are 2.37, 2.39, 2.87, 2.87 and 2.88 respectively, averages for rural schools in the other 8 districts varying between 3.00 to 3.86. The average number of teachers in junior basic schools of rural and urban areas work out to be 4.67 and 5.00 respectively, while corresponding figures for Government sponsored free primary schools and privately managed primary schools receiving government aid in urban areas are 6.33 and 5.43 respectively. Similar figures for primary schools managed by the Calcutta Corporation and those managed by other local bodies are found to be 5.01 and Teacher-Pupil ratios for junior basic schools in rural and in urban





areas, in Government sponsored free primary schools and in privately managed aided schools in urban areas are 37.65, 29.91, 33.18 and 36.19 respectively, the figure for primary schools managed by local bodies being 40.13. The position can not be considered to be satisfactory, specially in rural areas, as the number of classes in a primary school is generally four.

Although the average number of teachers in a rural primary school is smaller than the corresponding figure for urban school, teacher-pupil ratios in rural schools are not generally found to be greater than corresponding figures in urban schools. This is due to the smaller number of students in most rural primary schools. It may be generally recommended that teacher-pupil ratio should not exceed 40. Observed ratios are, however, greater than 40 for rural primary schools in the 6 districts of Murshidabad (48.66), Howrah (46.46), Darjeeling (46.60), Jalpaiguri (43.26), Hooghly (41.32) and Coochbehar (41.25). For the remaining nine districts the figure is less than 40.

The smallest ratio (29.21) has been noticed in Bankura where the average number of teachers in a rural primary school is only 2.37 and the average number of students is, at the same time, as small as 69.14. In this connection it may be also mentioned that in the district of Purulia where the average number of teachers in a rural primary school is the smallest (1.77), teacher-pupil ratio works out to be 35.42, as the average number of students is very small viz. 62.53. So the teacher - pupil ratio alone does not seem to indicate the correct state of affairs prevailing in primary schools. For a correct assessment one has to take into account academic qualifications of teachers and the number of teachers in different schools.

From an examination of qualifications of teachers in primary schools it has been found that large proportions of such teachers in different areas are not adequately qualified. The situation is worse still, since in a considerable proportion of schools the number of teachers employed is less than the number of classes. So either a teacher has to tackle more than one classes simultaneously or students of some of the classes do not enjoy the benefit of guidance by some teacher for some part of the school hours. In some of the schools there is provision for appointing only one teacher who has to bear the duty of teaching the students in all the classes by himself alone.

In this connection it may be noted that generally there are four classes in a primary school. So it may seem that four or more teachers





will be adequate to teach students in all the classes and to exclude the possibility of some students not enjoying the benefit of a teacher's guidance in some periods. But in some classes there may be more than one sections so that the total number of sections in a school may exceed 4 and in some of the schools from which data have been collected the number of sections is 7 or 8. In such schools the number of teachers should be at least equal to the number of sections. Two way distributions of schools according to number of sections and according to number of teachers are presented in Table 5. 3.

NUMBER OF TEACHERS

In about 10% of rural primary schools there is only one teacher, percentages of single-teacher primary schools in rural areas varying considerably from district to district. More than two fifths (42.0%) of rural primary schools in Purulia and about one fifth in Murshidabad (23.7%), Jalpaiguri (21.4%) and Darjeeling (20.0%) are single-teacher schools while percentages of such schools in rural parts of Bankura, Coochbehar and Malda are 13.9, 10.7 and 9.8 respectively. Similar percentages for the remaining 8 districts vary between 1.8 and 8.2. The position is much better in urban primary schools and in junior basic schools, with only 0.9% of private aided primary schools in urban areas and 2.1% of junior basic schools in rural areas having only one teacher in each. In none of the primary schools managed by local bodies, in no government sponsored free primary school and in no urban junior basic school from which data were collected the number of teachers was reported to be one. Combining one teacher primary schools with primary schools employing two teachers, it is found that only 42.1% of rural primary schools carry on their work with two teachers at the most. Percentages are largest among primary schools in Purulia (85.2%) and Darjeeling (80.0%). Large proportions of such primary schools are also found in Murshidabad (61.0%), Coochbehar (57.1%) and Bankura (55.7%). Percentages of such primary schools in the districts of Nadia, Midnapore, Birbhum, Malda and West Dinajpur vary between 40.0 and 47.2. In Jalpaiguri, there are 35.7 % of such schools while percentages for such schools in the remaining districts of Hooghly, Howrah, Burdwan and 24-Parganas are not negligible, being 20.2, 22.8, 27.0 and 27.6 respectively. The position is better in urban primary schools and in junior basic schools. In all the Government sponsored free primary schools and junior basic schools in urban areas from which data have been collected, at least three teachers are employed while in 8.6% of junior basic schools in rural areas less than three teachers are employed. It is thus seen that in a considerable





proportion of schools, particularly in rural areas, teaching work has to be carried on by less than half the adequate number of teachers.

On further examination it is found that in only 26·8% of rural primary schools four or more teachers are employed, there being considerable variation in such percentages from one district to another. Percentages are quite small in the rural schools of Bankura (5·1%), Purulia (6·1%) and Darjeeling (6·7%). Four or more teachers are employed in one sixth of rural primary schools in West Dinajpur (20·0%), Midnapore (23·7%) Nadia (25·7%), Birbhum (29·7%) and in about one third of primary schools in the rural areas of Malda (31·6%), Coochbehar (32·2%), Burdwan (33·8%), Howrah (36·0%) and 24-Parganas (36·2%). Such percentages are greater than 40 for only two districts, viz. Hooghly (44·4%) and Jalpaiguri (50%). Primary schools in urban areas and junior basic schools present a much better picture. In 96·3% GSFP schools in urban areas and in 76·3% of junior basic schools in rural areas the number of teachers employed exceeds four, there being no junior basic school in urban areas employing less than four teachers.

As mentioned earlier there are in general four classes in a primary school. In some of the classes there may be more than one sections. So four teachers may not be always sufficient to cope with the teaching work in such schools and to judge the adequacy of the number of teachers in a primary school one should compare the number of sections with the number of teachers. It has been indicated earlier that the number of sections exceeds the number of teachers in many primary schools. In this respect rural primary schools present a dismal picture. Slightly more than three fourths (76·1%) of primary schools in rural areas carry on their works with inadequate numbers of teachers. Percentages of such rural primary schools are as large as 94·9, 93·8 and 93·3 in Bankura, Purulia and Darjeeling respectively, similar percentages in the districts of Nadia, Birbhum, Midnapore, West Dinajpur and Murshidabad being 77·1, 78·7, 80·0, 81·8 and 86·4 respectively. Even the smallest percentage is found to be as large as 55·1 in the rural schools of Hooghly with similar percentages for the remaining six districts lying between 64·3 and 71·4. The position is not at all satisfactory in junior basic schools in rural areas with about half (50·5%) of the schools working with inadequate number of teachers. As expected, the picture is better in urban primary schools and in junior basic schools. In only 6·6% of Government sponsored free primary schools and in 11·0% of junior basic schools in urban areas the number of teachers is less than the number of sections.





## OBSERVATIONS

Dearth of qualified and competent teacher has been a major impediment to the successful functioning of elementary as well as secondary schools. The problem is more acute in elementary schools. Teachers in such schools range from those who have not passed the matriculation or its equivalent examination to those who hold postgraduate degrees. More than one-fourth of teachers working in rural areas are not even matriculates one-fourth of such teachers having no formal training in methods of teaching. The largest (50.4) and the smallest (17.5) percentages of non-matriculate teachers in rural primary schools have been observed in the districts of Purulia and Howrah respectively. Although in primary schools run by the Calcutta Corporation non-matriculates account for less than 5% of all teachers nearly one-third of teachers employed in primary schools managed by municipalities in other towns are non-matriculates. G.S.F.P. schools in urban areas do not differ remarkably from schools in rural areas in this regard. Percentages of non-matriculate teachers in urban aided schools and in urban and rural junior basic schools are respectively 14.9, 20.0 and 26.2. Ninety percent or more of primary school teachers in the rural areas of Darjeeling, Malda and Purulia are matriculates or less qualified. About 30% of teachers employed by the Calcutta Corporation, nearly 15% of teachers employed by other municipalities and by private aided schools in urban areas and about 10% of teachers working in urban junior basic schools possess graduate or post-graduate degrees. Percentages of such highly qualified teachers (most of whom are untrained) are very low in rural primary schools, except a figure of 7.5 in the district of Howrah.

The average number of teachers in a rural primary school is less than two in Darjeeling and Purulia and is less than three in the districts of Bankura, Murshidabad, West Dinajpur, Birbhum and Midnapore also, averages varying between 3.00 and 3.86 in the 8 other districts. Junior basic schools in urban and rural areas employ 5.00 and 4.67 teachers per school on an average. Figures in G.S.F.P. schools, private aided schools and schools managed by local bodies are 6.33, 5.43 and 5.01 respectively. It may be recommended that teacher-pupil ratio should not exceed 40.



Observed ratios are larger than 40 for primary schools in the rural areas of Murshidabad, Howrah, Darjeeling, Jalpaiguri, Hooghly and Coochbehar. For the remaining nine districts, the figure is less than 40. The smallest ratio (29·21) has been noticed in Bankura where the average numbers of teachers and of students per school are 2·37 and 69·14. Teacher-pupil ratios in junior basic schools and in urban primary schools are smaller than 40.

In about 10% of rural primary schools there is only one teacher, percentages of one-teacher schools in the rural areas of Purulia, Murshidabad, Jalpaiguri, Darjeeling, Bankura, Coochbehar and Malda are respectively 42·0, 23·7, 21·4, 20·0, 13·9, 10·7 and 9·8. Similar percentages vary between 1·8 and 8·2 in the remaining districts. The position is much better in urban primary schools and in junior basic schools. In more than three-fourths of rural primary schools the number of teachers is less than the number of sections. Percentages of such schools are as large as 94·9, 93·8 and 93·3 in Bankura, Purulia and Darjeeling. The position is better in urban primary and junior basic schools.





## CHAPTER—VI

### INTERNAL & PUBLIC EXAMINATIONS

Annual and terminal ( every three, four or six months ) examinations have been a regular feature of school curriculum in our country and emphasis has been placed to varying degrees on students' performances at such examinations while assessing their merits and promoting them to the next higher class. This has led some observers to criticise the existing pattern of education as 'too much examination ridden'. Class examinations in primary and junior basic schools vary much in their content, conduct and consequences. However, it has become almost obligatory for students of primary schools to appear in the Primary Final Examination at the end of Class IV, wherein students completing class IV in junior basic schools also can appear. Information regarding annual examinations, results at primary final examinations, special coaching arranged for primary final examinees and other relevant matters have been compiled and presented. Non-response to some of these items has been considerable, partly because relevant school records are not complete and not up-to-date and partly because sufficient emphasis was not laid on these items in the earlier rounds of field work.

Question papers for annual examinations are common with some other schools in many schools while in some others these are set exclusively by teachers of those schools (Table 6.1). Response in this regard could not be elicited from 475 (43.4%) rural and 15 (4.4%) urban primary schools and from 10 (9.7%) junior basic schools. Question papers for annual examinations are common with some other schools in more rural primary schools than in junior basic schools. In none of the respondent primary schools in the rural areas of Birbhum and Malda question papers are exclusively set by their teachers. Nearly 45% of all rural primary schools and 38% of all urban primary schools use same question papers as some other schools for annual examinations. Corresponding percentages among junior basic schools in rural and urban areas are 21.3 and 11.1 respectively.



Some schools arrange for special coaching for their students appearing in the primary final examination, mostly without accepting any fees. Such arrangements are made within school hours only in 6 (0.5%) primary schools in the rural areas of Burdwan and in 28 (8.3%) urban primary schools. While non-respondent schools account for 66.8% and 43.0% of all rural and urban primary schools respectively, half of the respondent schools in rural areas and about three fifths of respondent schools in urban areas do not provide for any coaching. None of the 6 responding rural primary schools in Jalpaiguri extends such facilities to their pupils. More than half of primary schools in the rural areas of Burdwan, Birbhum, Bankura, West Dinajpur, Coochbehar and Murshidabad arrange for some such coaching. Some schools in urban areas impart such training within school hours.

It is evident from table 6.2 that most students in class examinations are allowed to pass and promoted to the next higher class. In about 40% of rural primary schools, 75 to 100 percent of examinees in class I are allowed to pass. This percentage is as high as 73 among urban primary schools, is 56.4 among junior basic schools in rural areas and is 77.8 among junior basic schools in urban areas. Only in 58 (5.3%) rural and 2 (0.6%) urban primary schools and in 4 (4.3%) rural junior basic schools less than one-third of students appearing in class I examination were allowed to pass. Some of the schools detain for one additional year those students of class one who cannot pick up the three R's in one year. As a result more than half of the children appearing in the class I annual examination were declared unsuccessful in as many 223 (15.6%) primary and 15 (14.6%) junior basic schools. Most of these schools are situated in rural areas, the largest percentage (45.7) being observed in Purulia.

For reasons stated above percentages of pass among examinees in class II are appreciably larger. Percentages of primary schools where more than three-fourths of these examinees were declared successful are 51.7 in rural areas and 65.3 in urban areas. Corresponding percentages for junior basic schools in rural and urban areas are 52.1 and 88.9 respectively. In only 5 primary schools situated in the rural areas of Midnapore, Purulia and Malda and in 3 privately managed urban primary schools less than one third of examinees were declared to have passed. In fact, at least half of the examinees in class II were declared successful in all the responding primary schools in the rural areas of Darjeeling, West Dinajpur and Jalpaiguri and in all the 9 urban junior basic schools selected



for this study. Nearly half of the rural primary schools in Purulia showed percentages of successful examinees varying between 50 and 75.

Figures are not much different for the annual examination at the end of class III. More than half of such examinees were declared successful in 85% of rural and 90% of urban primary schools, corresponding percentages among junior basic schools being 90 and 100 respectively. In more than half of the primary schools functioning in the rural areas of Burdwan, 24 Parganas, Nadia and Birbhum 75% or more of the examinees were allowed to pass.

In junior basic schools an annual examination is held at the end of class IV also. In 66 out of the 94 rural schools and in 5 out of 9 urban schools more than three fourths of examinees were declared to have passed. While in 6 rural schools percentages of pass did not exceed 50, there is no urban school with a similar picture.

Percentages of students passing in the Primary Final Examination have been presented in Table 6.3 while percentages passed in divisions I, II and III appear severally in Tables 6.4. It must be remembered that

**PRIMARY FINAL EXAMINATION RESULTS** question papers are set and answer papers are evaluated independently in different districts. As such performances in the primary final examination are not strictly comparable. Some general observations can, however, be made. In fact, an important finding in many districts is that no students from several schools appeared in the public examination at the end of class IV. In the largest majority (68.6 in rural areas and 73.0 in urban areas) of primary schools at least three fourths of examinees passed the examination. Percentages of schools where less than half of the primary final examinees came out successful are quite small, except in the rural areas in some districts of North Bengal. This percentage is as high as 41.6 in Jalpaiguri and is 44.0 in Darjeeling, 35.0 in West Dinajpur, 22.0 in Malda and 22.7 in Coochbehar. Such figures are based on those schools which actually sent up candidates. In all the 54 primary schools in the rural areas of Howrah which sent up examinees for the Primary Final Examination at least half of the candidates came out successful. In urban areas schools run by corporations and municipalities several better picture with 72.6% of these schools enabling 75% or more of their candidates to pass the Primary Final Examination. In 3 (4.1%) such schools less than one third of examinees were successful. This latter figure among privately managed schools is 8 (3.4%) with 9 (3.8%) other such schools where more than half of the examinees were unsuccessful. Three fourths



of G.S.F.P. schools could make at least three fourths of their examinees successful.

Such large percentages of successful examinees in the Primary Final Examination are, however, explained by proportionately larger percentages of candidates passing in the third division. In fact, in more than half of the rural schools in each district except Darjeeling and Midnapore less than one third of examinees passed in the first division. Over-all percentages of rural and urban schools where 75% or more of the examinees passed in the first division are 4.9 and 1.8 respectively, there being no such school in the rural areas of Nadia, Purulia, Coochbehar and Jalpaiguri and no such school managed by the government or by private bodies in urban areas. Percentages of candidates securing even second division marks are also low. In none of the rural schools in Darjeeling this percentage exceeds 33 while this percentage is 50 at the most among rural schools in the districts of Birbhum, Malda and Jalpaiguri. Only in 13 (1.2%) rural schools scattered over the six districts of Hooghly, Burdwan, 24 Parganas, Midnapore, Bankura and Purulia, the percentage of candidates passing in the second division exceeded 75.





## OBSERVATIONS

Nearly 45% of all rural primary schools and 38% of all urban primary schools use same question papers as some other schools for annual examinations. Corresponding percentages among junior basic schools in rural and urban areas are 21.3 and 11.1 respectively. Half of the respondent schools in rural areas and about one-fourth in cities and towns arrange for special coaching of their students appearing in the Primary Final Examination, mostly outside schools hours and at no cost. Most students in class examinations are allowed to pass and promoted to the next higher class. Some schools detain for additional year those students of class I, who cannot pick up the three R's in one year. This explains larger percentages of passes among examinees in class II. In nearly 70% of primary schools at least three-fourths of examinees passed the Primary Final Examination. In urban areas, schools run by Corporation and Municipalities registered larger percentages of successful examinees. Such large percentages are, however, explained by proportionately larger percentages of candidates passing in the third division. In fact, in more than half of the rural schools in each district except Darjeeling and Midnapore less than one third of examinees passed in the first division.



## CHAPTER VII

### SOCIO-ECONOMIC CONDITIONS OF TEACHERS

It was mentioned in chapter one that an attempt was made to study socio-economic conditions of teachers working in selected primary and junior basic schools through a separate questionnaire which was mostly filled up by the teachers themselves. Teachers from whom data were

collected numbered 5032 of whom 404 were employed in junior basic schools and the rest (4628) in primary schools. Out of 3100 teachers working in selected rural primary schools, only 217 (7.0%) are ladies, there being no lady teacher working in any of the schools selected in the rural areas of Purulia. In urban areas, however, women have been employed as teachers in a larger number of schools. In fact (42.6%) of teachers working in urban primary schools and 65.1% of teachers employed in urban junior basic schools are ladies. It has therefore been decided to report in respect of certain items of information separately for male and female teachers in urban areas only. It has been also felt that several items of study e.g. daily number of hours devoted to teaching in school, private coaching, library work and further study and social work as also membership of teacher's associations may depend on the type of management of the school wherein the teacher has been employed. In this connection, it may be noted that answers to some items, particularly those relating to income, expenditure and indebtedness were not considered adequately reliable and have not been included in our analysis.

While the majority of teachers working in rural areas live in houses of their own, nearly half of the teachers employed in urban primary schools accommodate themselves and/or their families in rented houses or flats. A few of them are allowed free use of some residential accommodation.

In as many as 10 districts, about 90% or more of the teachers in rural areas have their own houses. In Darjeeling and Jalpaiguri, however, such percentages are 64.0 and 51.0 respectively, corresponding percentages for Burdwan, Coochbehar and Nadia being





80.3, 81.8 and 83.9. In rural areas of Jalpaiguri, nearly one third of teachers enjoy free accommodation facilities, corresponding percentages in Darjeeling, Burdwan and Coochbehar vary between 9 and 12. Largest percentages of teachers employed in rural primary schools and living in rented buildings are in Darjeeling (16.0) and Jalpaiguri (16.3), percentages of such teachers in the districts of Nadia and Burdwan being 10.7 and 8.9 respectively. Nearly 45% of teachers in selected urban primary schools possess their own houses, another equal percentages occupying rented ones. Free use of some form of residential accommodation is available to 119 (7.8%) such teachers. Facilities for residential accommodation exist more in junior basic schools for 6.1% of teachers in urban areas and for 18.6% of teachers in rural areas.

Housing condition of teachers' residences has been examined in Table 7. 1. Obviously, an overwhelmingly large percentage (71.3) of teachers in rural areas live in kutcha houses. Slightly more than 60% of teachers in urban schools reside in pucca buildings. In rural areas of Midnapore, Birbhum, Purulia and Coochbehar 80% or more of the primary school teachers accommodate themselves inside kutcha huts, percentages of such teachers in the rural areas of Bankura, Malda and West Dinajpur being as large as 74.3, 75.7 and 78.7 respectively. The smallest percentage for the district of Nadia is 44.1. Only about 10% of teachers working in the rural primary schools of Darjeeling, Birbhum, Purulia, Malda, West Dinajpur and Jalpaiguri have pucca residential accommodation, none among the teachers of selected rural primary schools in Coochbehar reportedly living in pucca houses.

Proper sanitary arrangements do not exist in many a teacher's residence. Tap water is available for drinking and domestic purposes to families of 40% elementary school teachers in urban areas, this percentage being about 2 in rural areas. Tubewells provide water for drinking and domestic purposes to a large majority (65.8%) of households of teachers in rural areas except in the district of Purulia, Darjeeling and Bankura where percentage of teachers' households to which water from tubewells is available are 0.7, 8.0 and 11.7. The percentage is largest (94.6) for Howrah while percentages for Burdwan, Murshidabad, Nadia, Hooghly, Coochbehar and 24-Parganas vary between 74.3 and 88.0. Such percentages among households of teachers employed in primary schools in urban areas and in junior basic schools in rural and urban areas work out to be 42.4, 62.0 and 30.4 respectively. In rural areas, wells provide drinking water to one-fourth of teachers' families. In fact, wells are sources of drinking





water to households of 83% of Primary schools teachers in the rural areas of Purulia, 75% of such teachers in the villages of Bankura, 50% of teachers in the rural areas of Malda, 44% of teachers in rural parts of Darjeeling and to 39% of teachers serving in the rural schools of Birbhum. Drinking water has to be procured from ponds in families of 152 teachers working in some of the rural primary schools of Howrah, Hooghly, Burdwan, 24-Parganas, Midnapore, Bankura, Purulia, Malda, Coochbehar and Jalpaiguri, the total number of teachers working in the selected schools in these districts being 2554. Similar is the situation with families of 18 male and 12 female teachers of elementary schools in urban areas. Three primary schools teachers in urban areas reported no source of drinking water in or near their residences.

In about 30% of the cases in rural areas sources of drinking water are located inside residences, the proportion being quite high (56.7%) among teachers in urban primary schools. The percentage is smallest (4.9) among teachers in rural primary schools in Howrah, while about 20% or less of teachers working in the rural primary schools of Midnapore, Bankura, Darjeeling, Purulia, 24-Parganas and Hooghly reported some source of drinking water within their houses. One-fourth of women teachers in urban primary schools get drinking water from outside their residences.

Only 5% of teachers working in rural primary schools enjoy the facility of a pucca bathroom within their houses, corresponding percentages being 26.8 and 45.6 among families of men and women teachers in urban primary schools. Similar facilities are reportedly enjoyed by no teacher working in the selected primary schools in rural parts of Malda and Darjeeling and by 20% of such teachers in Murshidabad. Improvised bathrooms exist in residences of many teachers' families. Although the over all percentage among rural primary school teachers is 16.9, percentages vary remarkably from one district to another. The existence of some improvised arrangements in this regard was reported by more than 60% of teachers in Coochbehar and Jalpaiguri, by about 40% of teachers in Nadia and West Dinajpur, by about 25% of teachers in Burdwan and Malda and by fewer teachers in other districts. Public arrangements for bath have to be shared by 96% of teachers and/or their families in rural areas of Howrah, percentages remaining higher than 80 in rural areas of Hooghly, Midnapore, Birbhum, Bankura and Purulia. Similar is the fate of families of 37% of male teachers and 12% of lady teachers working in urban primary schools. Corresponding percentages among men and woman teachers in urban and rural basic schools are respectively 74.8, 50.9,





26.7 and 35.7. Arrangements for bath exist outside houses of 78% teachers in rural primary schools. However, 56% of male teachers and 78% of lady teachers in urban primary schools have bath arrangements inside their residences. On the staff of junior basic schools, 54.5% of female teachers in rural areas and 35.7% of lady teachers in urban areas have to take bath outside their houses.

Service and sanitary privies were stated to exist within or near the houses of 14.2% and 9.2% of teachers working in rural primary schools, of 35.2% and 39.8% of male teachers in urban primary schools and of 30.3% and 56.5% of lady teachers in such schools. Teachers of junior basic schools do not have a very different tale to tell. No arrangements have been reported by three-fourths of teachers in rural schools and 12% of teachers in urban schools. While about 80% of teachers in urban primary schools have privies within their houses, 76% of their counterparts in rural areas are denied of any such facilities.

Total number of members in the family of each teacher was noted. Size of a teacher's family is generally greater in rural areas than that in urban areas. The average size of families of teachers working in rural primary schools is found to be 7.14, the largest and smallest figures being 8.32 and 5.28 for the districts of Bankura and Darjeeling respectively. The corresponding figures for urban primary schools and rural and urban junior basic schools are 5.89, 6.89 and 5.58 respectively. Thirty seven teachers working in rural primary schools, 72 working in urban primary schools and 12 working in junior basic schools live by themselves in single-member families. 3% of teachers in rural areas have only one other member (in most case the other spouse) in their families. Corresponding percentages among teachers in urban primary and junior basic schools are 7.0 and 4.7 respectively. It may be mentioned that no single-member family was noted among teachers of primary schools in the rural areas of Bankura, Purulia and Malda and no two-member family in the rural areas of Darjeeling and Bankura. In about one-fourth of families of teachers in rural primary schools the number of members varies between 3 and 5 corresponding percentages among teachers in urban primary, rural junior basic and urban junior basic schools being 39.5, 30.5 and 46.5 respectively. In the largest majority of primary school teachers' families, particularly in rural areas the number of members lies between 6 and 10. In fact more than 60% of the teachers working in the rural areas of Midnapore, Bankura and Purulia have 5 to 9 other members in their families, the percentage lying between 50.0 and





58.7 for the 8 districts of Jalpaiguri, Murshidabad, Coochbehar, Hooghly, Burdwan, 24-Parganas, Malda and Birbhum. This percentage among teachers in rural junior basic schools is 54.0 while it is around 44 in urban primary and junior basic schools. About 11% of families in rural areas have 11 to 15 members, the figure being less than half in urban areas. There are 64 teachers out of 2685 working in the selected rural primary schools of Howrah, Hooghly, Burdwan, 24-Parganas, Midnapore, Bankura, Purulia, Malda, Coochbehar and Murshidabad whose families include 16 members or more. The corresponding number in urban areas being only 11 out of 1528.

As details could not be collected about incomes of other members in the family, attention is confined to only the total income of teachers. The average monthly total income is found to be about Rs. 200/- for teachers working in selected rural ( Rs. 205/- ) and urban ( Rs. 203/- ) primary schools and junior basic schools in villages ( Rs. 201/- ) the figure for teachers of urban junior basic schools being much smaller (Rs. 175/-). Variation in the average monthly total income of teachers of rural primary schools is noticed over the districts, the highest ( Rs. 241/- ) and smallest ( Rs. 175/- ) figures corresponding to the districts of Birbhum and Darjeeling respectively. Primary school teachers working in the villages of Purulia, Murshidabad and West Dinajpur earn on an average a monthly total income of about (Rs. 225/-) while the corresponding figure for their counterparts in the districts of Hooghly, Midnapore and Burdwan is found to be slightly above Rs. 200/-. Such figures for the remaining 7 districts vary between Rs. 184/- and Rs. 196/-. In this connection it may be noted that existing facilities for study and work were not found to be adequate in rural primary schools in some of the districts where monthly total income of the teachers worked out to be relatively higher than those for other districts.

From an examination of distribution of monthly total incomes of teachers ( Table 7.6 ) it is found that 3.3% of primary school teachers in urban areas earn a total income of less than Rs. 100/- per month, the corresponding figure for teachers of rural primary schools being smaller ( 0.30% ). Slightly less than one-tenth of teachers of elementary schools earn a monthly total income not exceeding Rs. 150/-, the figures in respect of teachers of rural primary schools of Howrah ( 13.8% ) and 24-Parganas (20.8%) being comparatively large. The largest percentage of teachers earn a monthly income between Rs. 151/- and Rs. 200/-. This percentage is 62.



for teachers of all selected primary schools in rural and urban areas, 56.5 for teachers of junior basic schools in rural areas and 83.7 for teacher of junior basic schools in urban areas. About 30% of teachers of rural and urban primary schools and rural junior basic schools enjoy a monthly total emolument greater than Rs. 200/- while only 3 out of 43 teachers working in selected urban junior basic schools reported to be receiving such emoluments. The percentages are largest and smallest in respect of primary school teachers of Birbhum (49.6) and Darjeeling (8.0) respectively, while the figures for the districts of Purulia (43.1), Murshidabad (41.7) and West Dinajpur (37.7) are comparatively large. About one-fifth of teachers of rural primary schools in the 7 districts of Howrah, 24-Parganas, Nadia, Bankura, Malda, Coochbehar and Jalpaiguri earn monthly incomes exceeding Rs. 200/-.

For each member in a teacher's family economic status was taken account of by classifying each member as earner or earning dependent or non-earning dependent. Percentages of earners in the families of 70% rural primary school teachers do not exceed 20, the corresponding figure in urban areas being, however, only 33. For teachers of junior basic schools such percentages are 60 and 28 respectively. More than half of the members in the families of 80 (out of 3100) rural primary school teachers are self supporting earners, the figure being 185 (out of 1528) in urban areas. These include single-member families where naturally the only member namely the teacher is an earner. On the average about one-fifth of members in families of teachers of elementary schools in rural areas and one-third of member in families of such teachers in urban areas are reported to be earners. Some variation in this figure is observed in respect of families of teachers of rural primary schools. The figure is largest for Darjeeling ( 33.3% ), the smallest percentage corresponds to Bankura (16.9%). Percentages of earning dependents among members of teachers' families are much smaller. In comparatively large families some members were reported to be earning dependents. Percentages of families with no earning dependent among their members was as large as 88 for teachers of elementary schools in rural areas, the corresponding percentage in respect of families of teachers of urban primary schools being slightly smaller (85.9). Not a single member in each of 39 out of 43 families of teachers working in urban junior basic schools was reported to be an earning dependent.

In Table 7.9.1 to 7.9.4 the daily schedule of work of a teacher has been examined. In rural areas, most teachers spend 4.5 to 5.5 hours a day in teaching in schools while in urban areas most teachers devote 3.5 to 4.5





hours for the same purpose. 25 teachers working in rural primary schools,

#### DAILY SCHEDULE OF WORK

78 teachers employed in urban primary schools of whom 35 were ladies and

one male teacher in a rural junior basic school stated their hours of work in schools to be less than 3 hours and a half. All the 49 respondent teachers in the rural primary schools of Jalpaiguri spend 3.5 to 4.5 hours on teaching, relevant percentages being 80 and over in the districts of 24 Parganas, West Dinajpur and Coochbehar. Teaching time exceeds 5 hours and a half for 76 teachers in rural primary schools, 13 male teachers and 7 female teachers in urban primary schools and 2 male teachers in rural junior basic schools. In urban primary schools, female teachers are found to spend longer periods in teaching than their male counterparts. This is evident from the fact that percentages of male and female teachers in such schools stating teaching times not less than four hours and a half are 36.7 and 44.4 respectively. No teacher in any junior basic school covered by this survey has been required to teach more than 4.5 hours a day. We have to remember that such teaching times for elementary school teachers include times spent in extra-mural and extra-curricular programmes.

Teachers undertake private coaching more in urban areas than in rural areas and less in junior basic than in primary schools. Another noticeable fact is that fewer teachers devote one hour to private coaching than those who spend 2 hours or more to it. Fewer ladies take up private coaching than male teachers. Only about 10% of teachers working in the rural areas of 24 Parganas, Nadia, Bankura, Purulia, Murshidabad and Coochbehar spend some time daily in private coaching, percentages being slightly higher among teachers in the rural areas of Burdwan, Malda and West Dinajpur while about 30% of teachers in the rural areas of Darjeeling, Hooghly and Birbhum and about 35% of teachers in the rural primary schools of Howrah devote some time to this job. Sixtyeight (2.2%) teachers devote more than 4 hours a day in private coaching. In urban areas, 35% of male teachers and 15% of female teachers in primary schools are engaged in private coaching. Only 54 (17.6%) male and 3 (out of 15) female teachers in rural junior basic schools and only 3 (out of 12) male teachers in urban junior basic schools undertake private coaching. Most of these teachers devote 2 to 3 hours a day in coaching some students privately to supplement their incomes from schools.

Some teachers in elementary schools devote some time in the pursuit of higher studies or in general reading. Since facilities for higher study





exist to a greater extent in urban areas, more teachers of urban schools particularly men teachers - devote some of their time to study and library work. Nearly 15% of teachers employed in rural primary schools of Howrah, Hooghly, Burdwan and Birbhum spend at least 3 hours a day in further study and/or general reading. Such percentages never exceed 5 for North Bengal districts and are 10.2, 3.2 and 2.6 in the districts of Midnapore, Nadia and Purulia, there being no such teacher in any rural primary school of 24 Parganas and Bankura. In urban primary schools 12.8% of male teachers and 5.2% of lady teachers spend three hours or more in general and higher studies. Ten out of 28 female teachers in urban junior basic schools make some time out of their daily schedules to attend to studies. Corresponding figures in rural basic schools are 106 out of 306 male teachers and 12 out of 55 female teachers.

Social work also finds a place in the daily schedule of work of some teachers. Nearly half of the primary school teachers working in the rural areas of Burdwan, Birbhum, Bankura and West Dinajpur devote sometime daily to social work. Percentages of such teachers are about 40 in the rural areas of Howrah, Darjeeling, Malda and Coochbehar. Figures are lower in other districts except in the rural areas of Midnapore, Purulia and Hooghly where these stand at 69.4, 61.8 and 63.7 respectively. More than 60% of male teachers and a little over 80% of women teachers working in urban primary schools do not involve themselves in any form of social work; the majority of the rest, however, devote one hour a day for this purpose. Out of 55 lady teachers in urban junior basic schools, only 14 take part in social work of some form on the other, 3 of them devoting a couple of hours daily.

Information regarding representation of the teacher in clubs and co-operative societies was secured from most teachers. It is found that teachers in elementary schools are represented more in clubs than in co-operative societies except in a few districts and that male teachers participate in such organisations more than their female counter parts.

**REPRESENTATION IN LOCAL ORGANISATIONS** Nearly 20% of teachers working in rural primary schools are members of some club or clubs. Percentages of male and female teachers working in urban primary schools and connected with some clubs are 18.7 and 4.6 respectively. Nearly 25% of the teachers working in the rural areas of Howrah, Hooghly, Burdwan, Birbhum and Midnapore are connected with some clubs in the locality of their residence. These percentages are as low as 4.7, 6.9 and 9.7 in the rural areas of Bankura, Purulia and Nadia respectively. 30% of male teachers





and 11% of female teachers serving in rural junior basic schools are also represented in some clubs. Corresponding percentages in urban junior basic schools are 20.0 and 10.7 respectively.

About one-sixth of teachers working in rural primary schools are members of some co-operative societies, the percentage of number—teachers being as high as 25.3 in the district of Midnapore. Such figures among male and female teachers in urban primary schools are 12.3 and 8.3 respectively. Nearly 20% of male teachers working in rural junior basic schools are connected with some co-operative societies. Only 2 (out of 53) female teachers of rural junior basic schools and only 1 (out of 27) working in an urban junior basic school are members of co-operative societies.

Teachers were asked as to whether they desired a change in their present profession which is often described by themselves as unremunerative and uncared for. It is found, however, that opinions in favour of a change were expressed by 7.8% and 10.9% of teachers in rural and urban primary schools. Fewer female teachers desire a change than their male counterparts. None of the 49 teachers working in the rural primary schools of Jalpaiguri and none of 93 such teachers in Nadia desires to change his/her profession. On the other hand, more than 15% of primary school teachers in the rural areas of Howrah, Hooghly and Darjeeling want to take up some other profession(s). Among teachers in urban primary schools, 14.5% of men and 6.1% of women teachers do not intend to continue teaching. Seventeen (5.6) men and 4 (7.3%) lady teachers engaged in rural junior basic schools want to leave teaching for a better job. Corresponding numbers among teachers in urban junior basic schools are 9 (out of 15) and 4 (out of 28).





## OBSERVATIONS

An attempt has been made to study socio-economic conditions of 5032 teachers working in elementary schools, 8% of them working in junior basic schools, 69% of them being employed in rural areas and 19% of them being ladies. Responses on family income, expenditure and indebtedness were not adequately reliable and hence left out from discussions.

While the majority of teachers working in rural areas live in houses of their own. Nearly half of the teachers employed in urban schools accommodate themselves and/or their employees in rented houses or flats. A few of them are allowed free use of some residential accommodation. The largest percentage (71.3) of teachers in rural areas, however, live in kutcha houses, although slightly more than 60% of teachers in urban schools reside in pucca buildings. Tap water is available for drinking and domestic purposes to families of 40% and 2% of teachers in urban and rural primary schools. Drinking water is taken from tubewells in the majority of teachers' households. Drinking water has to be procured from ponds in families of 152 and 30 teachers working in rural and in urban schools. Only in one third of teacher's families in rural areas and in double the proportion in towns and cities, sources of drinking water are located inside residences. Only 5% of such families in rural areas enjoy the facility of a pucca bath room within their houses, corresponding percentages among families of men and women teachers being 26.8 and 45.6. While about 80% of teachers in urban primary schools have privies within their houses. 76% of their counterparts in rural areas are denied of any such facilities.

The average number of members in the family of a rural primary school teacher came out to be 7.14, corresponding figures for urban primary schools and rural and urban junior basic schools working out as 5.89, 6.89 and 5.58 respectively.

The average monthly income of an elementary school teacher is about Rs. 200/-, except teachers working in urban junior basic schools with an average income of Rs. 175/-. Slightly less than one-fourth of such teachers earn a monthly total income not exceeding Rs. 150/-. Earners account for about one-fifth of all members in families of teachers in rural schools and





about one-third in families of such teachers in urban areas. In comparatively large families some members were reported to be earning dependents, there being no such members in more than 85% of teachers' families.

In rural areas, most teachers devote between 4.5 and 5.5 hours a day in school teaching, while in urban schools most teachers spend 3.5 to 4.5 hours for the same purpose. More teachers in urban areas undertake private coaching than in rural areas and less in junior basic than in primary schools. Fewer teachers devote one hour to private coaching than those who spend 2 hours or more to it. Some teachers in elementary schools spend some time in the pursuit of higher studies or in general reading. Nearly 15% of male and 5% of lady teachers in urban primary schools spend three hours or more on this. Social work also finds a place in the daily schedule of work of some teachers.

It is found that teachers of elementary schools are represented more in clubs than in co-operative societies except in a few districts. About one-sixth of teachers working in rural primary schools are members of some co-operative societies, percentages among male and female teachers in urban primary schools being 12.3 and 8.3 respectively.

Opinions in favour of a change in profession were expressed by 7.8% and 10.9% of teachers in rural and urban primary schools. Fewer female teachers desire a change than their male counterparts.





## CHAPTER—VIII

### SOME ESTIMATES FOR PLANNING

To provide free elementary education to all children in the age-group 6-11 years is a constitutional obligation of our government. And although nothing about quality of instructions to be imparted in elementary schools is contained in this commitment, a nation can ill afford to deny its children a sound education. As already pointed out in chapter one, percentage enrolment in schools among children aged 6 to 11 years in West Bengal stood at 73 in 1968-69. Not all the enrolled children continue studies to the end of class IV/class V and quite a few of them—specially in rural areas drop out at the end of class I or class II. Thus, the establishment of elementary schools in sufficient numbers alone will not be able to ensure cent per cent enrolment of children in schools. Quality of teaching also has to be largely improved. This will necessitate the employment of more teachers, the availability of more teaching aids and accessories and the improvement of physical facilities. All this will mean more investments on elementary education. Additional investments required to ensure universal elementary education will depend primarily on the additional number of schools and of teachers. An attempt has accordingly been made to estimate these requirements for 1971 based on 1961 and 1971 census data. Since figures for existing conditions during this survey relate to 1969, the gap between figures for 1971 and those existing in 1971 may be a bit smaller than that reported in paragraphs to follow.

The estimated number of schools for universal elementary education in 1971 must take into account the estimated population in age group 6-11 years and the average number of students per school. Since average roll-strengths have been reported separately for rural areas in different districts and for urban areas and since such figures were found to exhibit some differences, numbers of elementary schools required in rural areas in different districts and in urban areas have been worked out as follows :

<u>Estimated population in the age-group 6-11 years in the area</u>
<u>Existing average roll-strength per elementary school in the area</u>



Since census reports give population totals in 5-year age-groups 0-4, 5-9, 10-14, 15-19 etc., the population total in the age group 6-11 is obtained by adding to the census total for ages 5-9, estimated populations for single years of age 10 and 11 deducting therefrom the estimated population for the single year of age 5. These single year estimates were calculated by applying multipliers in Sprague's Osculatory Interpolation formula to 5-year group totals given in "Handbook of Statistical Methods for Demographers", U.S. Bureau of Census. These multipliers are quoted below :

To estimate	Age-group (years)					
Age	0-4	5-9	10-14	15-19	20-24	Total
5	+ .0336	+ .2272	— .0752	+ .0144		.2000
10	— .0128	+ .0848	+ .1504	— .0240	+ .0016	.2000
11	— .0016	+ .0144	+ .2224	— .0416	+ .0064	.2000

Age-distributions for different districts for 1971 being not yet available, age-compositions for 1961 were made use of. Sprague's multipliers were applied to 1961 group totals and the results obtained were inflated by the ratios

Total population in the area in 1971

Total population in the area in 1961

These estimates were divided by the average roll-strengths to get the required numbers of schools. These were then multiplied by the average number of teachers per school as well as by 3 and 4—numbers recommended by the government and in this report respectively. Such figures are presented in table 8.1. Since age-distributions for the districts of Purulia and Jalpaiguri in 1961 were not available, all West Bengal proportion of total population in ages 6-11 years was used to obtain estimated numbers of children in school going ages for these two districts.

While the total number of elementary schools existing in 1968-69 in the rural areas of West Bengal was 29673, an estimated total of 53357 schools is required to cope with the needs for compulsory primary education. This means an increase of about 75% in the number of elementary schools. The existing and the estimated numbers of elementary schools in urban areas are respectively 3784 and 6008, requiring nearly 60% more schools to enroll all children in the age-group 6-11. As pointed out earlier this gulf between the existing and the required number of schools may be slightly narrower partly because some elementary schools might have been established during the years 1969-70 and partly because elementary education is also imparted in primary sections of high/higher secondary schools.





While in the rural areas of Howrah, Hooghly, Burdwan, Midnapore, Coochbehar and Jalpaiguri percentage increases over existing numbers of schools adequate for the purpose of compulsory free primary education are 10.4, 34.8, 61.3, 30.2, 58.9 and 53.2, existing numbers must nearly be doubled in the rural areas of Darjeeling, 24 Parganas, Nadia, Birbhum, Purulia, Bankura and West Dinajpur. In the rural areas of Malda and Murshidabad, an almost 200% increase in existing numbers of schools is called for.

If four teachers be appointed in each elementary school, the estimated total number of teachers required in rural areas works out as 2,09,428 as against 1,10,609 teachers actually working in these schools in 1968-69.

One must note in this connection that in districts where average roll-strengths in schools are quite large, the additional numbers of schools required for compulsory primary education are not much large compared to the existing schools while in districts having small average numbers of pupils in a school, percentage increases required for the purpose are relatively larger. This is why only 10% more schools are required in the rural areas of Howrah where the average roll-strength is 161, 35% more schools are required in the rural areas of Hooghly where an elementary school accommodates an average of 149 students and 60% more schools are required in the rural areas of Coochbehar with an average of 135 pupils in a school. Similarly, the fact that existing numbers of elementary schools should be increased by 170% in the rural areas of Malda and Murshidabad must be taken along with the finding that average numbers of pupils in these two areas are only 102 and 116 respectively.

It is therefore desirable to work out additional numbers of schools and of teachers on the basis of a uniform average roll-strength. Since the average roll-strengths in rural and urban primary schools came out to be 114.98 and 198.66 respectively, an average of 100 students per school may be accepted. This procedure will naturally inflate the additional numbers of schools in districts where the average roll-strength is smaller than 100 and will inversely affect numbers in districts where more than 100 students are accommodated on an average in each school. Additional numbers of schools required to introduce compulsory elementary education are 1074, 1894, 2488 and 1773 in the rural areas of Howrah, Hooghly, Burdwan and Nadia respectively. The figure is as large as 6189 in 24-Parganas. In the rural areas of Midnapore, Birbhum, Bankura and Purulia, such numbers are estimated as 2846, 1456, 902 and 358. In the North Bengal districts of Malda, West Dinajpur, Coochbehar, Jalpaiguri and Darjeeling these





figures come out as 1850, 1444, 1181, 1694 and 475 respectively. In Murshidabad, 3540 elementary schools should be opened besides the existing figure of 1651 schools to meet the requirements of universal elementary education. In urban areas, 8152 additional schools are needed. The existing total number of elementary schools was 33457 in 1968-69. As against this, we require a total of 70773 elementary schools in the state if all children aged 6 to 11 years in 1971 are to be enrolled in schools and if an elementary school is to have an average of 100 pupils on its rolls.

The total numbers of teachers required to man these required numbers of schools will be 2, 35, 348 and 47, 744 in rural and urban areas respectively, on the assumption that there should be 4 teachers in each school.

To establish more schools and employ more teachers will mean larger expenditures—both recurring and non-recurring—on primary education. Non-recurring expenses include costs of building, of furniture and of teaching aids and accessories. Recurring expenses have to be incurred in paying contingency grants of Rs. 15/- per month to a school and in paying teacher's salaries. If no tuition and other fees be realised from students either in rural or in urban areas, and if the initial pay of a primary school teacher be taken as Rs. 185/- per month, the total financial commitment in regard to teachers' salary and school contingency expenses for the first year on account of 37,316 more schools and hence 149, 264 more teachers will stand at Rs. 2,81,73, 580/-.





## CHAPTER IX

### PRIMARY SECTIONS OF HIGH/HIGHER SECONDARY SCHOOLS

Data relating to primary sections of 65 randomly selected High/Higher Secondary schools in Calcutta and Howrah (town) were collected. Facilities available in primary sections of High/Higher Secondary schools are expected to be better than those in primary schools. As the High/Higher Secondary schools are located in Calcutta and Howrah town the comparison is made mainly with urban primary schools. More than half (53.8%) of these High/Higher Secondary schools were in existence before 1946 while about one-fourth of the primary schools were established as early as 1946, the percentages of such primary schools in rural and urban areas being 28.8 and 23.7 respectively. In about three fourths of primary sections of High/Higher Secondary schools classes are held in the morning and in the remaining one-fourth schools classes are held partly during day and partly during morning, the position being reversed in urban primary schools.

In respect of medium of instruction there is little difference between primary sections of High/Higher Secondary schools and urban primary schools in general, there being about 80% schools imparting instruction in Bengali alone, the corresponding percentage for rural primary schools being as great as 98.1.

Larger numbers of students study in primary sections of High/Higher Secondary schools, the average total roll strength for primary sections of High/Higher Secondary schools, urban and rural primary schools being 259.6, 198, and 115.0 respectively. The picture in respect of school inspection is worse for High/Higher Secondary schools. Although more of the High/Higher Secondary schools reported no inspection and small percentages of rural (0.8) and urban (0.9) primary schools reported no inspection, percentage of High/Higher secondary schools being inspected irregularly was found to be 27.7, corresponding percentages for rural and urban primary schools being 10.3 and 15.7.





The position in respect of school building, supply of drinking water and sanitary arrangements is much better for High/Higher Secondary schools. While 93.8% of High/Higher Secondary schools are located in pucca buildings of their own and the remaining 6.2% of schools are housed in semi-pucca buildings partly owned by them, only half (50.1%) of urban primary schools possess their own buildings, 57.6% of schools being housed in pucca buildings. In this connection it may be noted that although nearly 90% of rural primary schools possess their own buildings, percentage of primary schools in rural areas housed in kutcha building is as large as 63.4. In all the High/Higher secondary schools possessing pucca buildings of their own, classes of primary sections are held in separate rooms the percentage of urban primary schools arranging classes in separate rooms being much smaller (61.7).

Drinking water is available inside school premises in about 85% of High/Higher Secondary schools while only about half (49.5%) of urban primary schools extend such facilities to their students. In respect of the sitting arrangement of teachers the position is practically the same in High/Higher Secondary Schools and urban Primary schools. But while 93.8% of High/Higher Secondary schools provide benches to their students of primary sections, in only two thirds of urban Primary schools students sit on benches.

The position in respect of availability of teaching aids and accessories like blackboards, maps, globes and books is also better in primary sections of High/Higher Secondary schools. In none of the primary sections of selected High/Higher Secondary schools, complete absence of blackboards and maps was noted while percentages of urban primary schools without a single blackboard and reporting non-possession of maps came out to be 1.5 and 12.8 respectively. In more than 80% of primary sections of High/Higher Secondary schools there are at least 5 blackboards and 3 maps, the percentages of urban primary schools possessing 5 or more blackboards and 3 or more maps being 33.3 and 33.8 respectively. Nearly one-third of urban primary schools did not possess a single globe the position being the same in half (16.90%) of primary sections of High/Higher Secondary schools. In about 15% of High/Higher Secondary schools there are 2 or more globes, the corresponding percentage for urban primary schools being only 4.5. While in about two fifths of primary sections of High/Higher Secondary schools and in one-fifth of primary schools in municipal towns number of books was reported to be greater than 100, percentages of primary sections of





High/Higher Secondary schools and urban primary schools possessing not a single book came out to be 47.7 and 65.9 respectively.

Teachers in primary sections of High/Higher Secondary schools are academically better qualified than their counterparts in urban primary schools not to speak of rural primary schools. About 10% of teachers

**ACADEMIC QUALIFICATIONS OF TEACHERS** in primary sections of selected High/Higher

Secondary schools are non-matriculate with half of them having undergone through some training course, the corresponding percentage in respect of teacher in urban primary schools being nearly double (17.9). About one-fourth of teachers in primary sections of High/Higher Secondary schools and 15.6% of teachers of primary schools in urban areas are graduates while percentages of teachers having passed the Intermediate examination in the two groups of schools are nearly the same being 23.6 and 25.1 respectively. Average numbers of teachers in primary sections of High/Higher Secondary schools and urban primary schools are 8.15 and 5.42 respectively the corresponding figures for teacher-pupil ratio being 31.8 and 36.7 respectively.





## CHAPTER X

### SUMMARY & RECOMMENDATIONS

This report gives some account of facilities for study and work available in 1432 primary and 103 junior basic schools (including 346 and 9 in urban areas) selected randomly from different districts of West Bengal having proportionate representation in the sample. Certain aspects of living conditions, family economic conditions and daily schedule of work have also been analysed and presented in respect of teachers working in the selected schools.

Elementary schools are mostly co-educational particularly in rural areas. While 38% and 44.5% of children reading in rural and urban primary schools are girls, corresponding percentages in junior basic schools are 39% and 73% respectively. A primary school has an average of 135

**COMPOSITION OF STUDENTS** pupils on its rolls compared to a figure of 174 in a junior basic school. In urban areas, however, these figures are 199 and 150 respectively. Nearly half of rural primary schools work with 100 students at the most while in 45% of urban primary schools roll strengths vary between 101 and 200.

The total number of inhabited villages in 1961 is larger than the number of elementary schools existing even in 1968-69. The nearest primary school was within a mile from 72% of respondent rural primary schools. About one-fifth of elementary schools reported the existence of some other school(s)

**LOCATION OF SCHOOLS** in the same village. Students in slightly less than 85% rural primary schools had to negotiate more than a mile at the most in attending schools.

Bengali is the only medium of instruction in most (93.6%) elementary schools; however, Nepali, Hindi and Urdu are used in some schools

**MEDIUM OF INSTRUCTION** where these languages happen to be mother tongue of local residents. All the 23 Calcutta

Corporation primary schools provide free tiffin to their students on five days a week, though such facilities exist in only 15% of rural primary schools.





Most (59.2%) elementary schools are inspected annually. Much remains to be said about the nature and comprehensiveness of such inspections. Nine rural primary schools and three privately managed urban schools reported no inspection ever carried out in them.

Nearly 90% of rural primary schools and all junior basic schools selected in this study are housed in their own buildings, while a little less than 10% of such schools are located in buildings made available through the courtesy of charitable institutions. Many primary schools are housed in kutchra or improvised buildings, especially in rural areas. In less than 25% of rural primary schools there are separate rooms for different classes and in as many as 36% of such schools there is only one room within which all the classes are held. It is easily understandable that holding of different classes on different subjects by different teachers inside the same room is prejudicial to effective teaching. Students sit on floor in sizeable percentages of rural schools and in a moderately large percentage of schools in urban areas. Separate common rooms for teachers exist in 20.8% and 54.0% of rural and urban primary schools.

Drinking water is not available within or near the school compound to children reading in 44 primary and 9 junior basic schools selected in rural areas. Even in Calcutta, students in about 30% of primary schools do not get drinking water inside the school building. Sanitary arrangements do not exist in most elementary schools. There is no urinal in 85% of rural primary schools. Latrines were not found to exist in any primary schools visited in the rural areas of Bankura, Birtum and Purulia. Urinals and latrines do not exist even in some junior basic schools and in some urban primary schools.

To make lessons more impressive to children, teaching aids and accessories like globes, maps, models and books must be made available in elementary schools. In primary schools, however, these are grossly lacking.

Even blackboards do not exist in several (55) elementary schools. In about 15% of responding rural primary schools there is only one black board while in 30% others this number is two. The adequacy or otherwise of blackboards possessed by a school has to be judged in relation to the number of sections, number of class-rooms or portions of rooms available, number of shifts in which the school is working and the number of teachers engaged. Three-fourths of rural primary schools and two-thirds of urban primary schools do not possess any books. Two





shift primary schools number 52 in all—22 of them in urban areas alone. In the greatest majority (70·8%) of rural primary schools, the maximum total weekly teaching time varies between 22 and 26 hours. Most schools work on 200 days at the least a year.

Dearth of qualified and competent teachers' has been a major impediment to the successful functioning of elementary as well as secondary schools. Teachers in elementary schools range from those who have not passed the matriculation or its equivalent examination to those who hold post-graduate degrees. More than one-fourth of teachers (25%) working in rural areas are not even matriculates, one-fourth of such teachers having no formal training in methods of teaching. The largest (50·4) and the smallest (17·5) percentages of non-matriculate teachers in rural primary schools have been observed in the districts of Purulia and Howrah respectively. Although in primary schools run by the Calcutta Corporation non-matriculates account for less than 5% of all teachers' nearly one-third of teachers employed in primary schools managed by municipalities in other towns are non-matriculates. G.S.F.P. schools in urban areas do not differ remarkably from schools in rural areas in this regard. Percentages of non-matriculate teachers in urban aided schools and in urban and rural junior basic schools are respectively 14·9, 20·0 and 26·2. Ninety percent or more of primary school teachers in the rural areas of Darjeeling, Malda and Purulia are matriculates or less qualified. About 30% of teachers employed by the Corporation of Calcutta, nearly 15% of teachers employed by other municipalities and by private aided schools in urban areas and about 10% of teachers working in urban junior basic schools possess graduate or post-graduate degrees. Percentages of such highly qualified teachers (most of whom are untrained) are very low in rural primary schools, except a figure of 7·5 in the district of Howrah.

The average number of teachers in a rural primary school is less than two in Darjeeling and Purulia and is less than three in the districts of Bankura, Murshidabad, West Dinajpur, Birbhum and Midnapore also, averages varying between 3·00 and 3·86 in the 8 other districts. Junior

basic schools in urban and rural areas employ  
**NUMBER OF TEACHERS** 5·00 and 4·67 teachers per school on an average.

Figures in G.S.F.P. schools, private aided schools and schools managed by local bodies are 6·33, 5·43 and 5·01 respectively. It may be recommended that pupil-teacher ratio should not exceed 40. Observed ratios are larger than 40 for primary schools in the rural areas of Murshidabad,



Howrah, Darjeeling, Jalpaiguri, Hooghly and Coochbehar. For the remaining nine districts, the figure is less than 40. The smallest ratio (29.21) has been noticed in Bankura where the average numbers of teachers and of students per school are 2.57 and 69.14. Pupil-teacher ratios in junior basic schools and in urban primary schools are smaller than 40.

In about 10% of rural primary schools there is only one teacher, percentages of one-teacher schools in the rural areas of Purulia, Murshidabad, Jalpaiguri, Darjeeling, Bankura, Coochbehar and Malda are respectively 42.0, 23.7, 21.4, 20.0, 13.9, 10.7 and 9.8. Similar percentages vary between 1.8 and 8.2 in the remaining districts. The position is much better in urban primary schools and in junior basic schools. In more than three-fourths of rural primary schools the number of teachers is less than the number of sections. Percentages of such schools are as large as 94.9, 93.8 and 93.3 in Bankura, Purulia and Darjeeling. The position is better in urban primary and junior basic schools.

Nearly 45% of all rural primary schools and 38% of all urban primary schools use same question papers as some other schools for annual examinations. Corresponding percentages among junior basic schools in rural and urban areas are 21.3 and 11.1 respectively. Half of the respondent schools in rural areas and about one-fourth in cities and towns arrange for special coaching of their students appearing in primary final examination, mostly outside school hours and at no cost. Most students in class examinations are allowed to pass and promoted to the next higher class. Some schools detain for an additional year those students of class I who cannot pick up the three R's in one year. This explains larger percentages of passes among examinees in class II. In nearly 70% of primary schools at least three fourths of examinees passed the Primary Final Examination. In urban areas, schools run by Corporations and Municipalities registered larger percentages of successful examinees. Such large percentages are, however, explained by proportionately larger percentages of candidates passing in the third division. In fact, in more than half of the rural schools in each district except Darjeeling and Midnapore less than one third of examinees passed in the first division.

An attempt has been made to study socio-economic conditions of 5032 teachers working in elementary schools, 8% of them working in junior basic schools, 69% of them being employed in rural areas and 19% of them being ladies. Responses on family income, expenditure and indebtedness were not adequately reliable and hence left out from discussions.





While the majority of teachers working in rural areas live in houses of their own, nearly half of the teachers employed in urban schools accommodate themselves and/or their employees in rented houses or flats. A few of them are allowed free use of some residential accommodation. The largest percentage (71.3) of teachers in rural areas, however, live in kutchha houses, although slightly more than 60% of teachers in urban schools reside in pucca buildings. Tap water is available for drinking and domestic purposes to families of 40% and 2% of teachers in urban and rural primary schools. Drinking water is taken from tubewells in the majority of teachers' households. Drinking water has to be procured from ponds in families of 152 and 30 teachers working in rural and in urban schools. Only in one-third of teachers' families in rural areas and in double the proportion in towns and cities, sources of drinking water are located inside residences. Only 5% of such families in rural areas enjoy the facility of a pucca bathroom within their houses, corresponding percentages among families of men and women teachers being 26.8 and 45.6. While about 80% of teachers in urban primary schools have privies within their houses, 76% of their counterparts in rural areas are denied of any such facilities.

The average number of members in the family of a rural primary school teacher came out to be 7.14, corresponding figures for urban primary schools and rural and urban junior basic schools working out as 5.89, 6.89 and 5.58 respectively. The average monthly income of an elementary school teacher is about Rs. 200/- except teachers working in urban junior basic schools with an average income of Rs. 175/-. Slightly less than one fourth of such teachers earn a monthly total income not exceeding Rs. 150/-. Earners account for about one-fifth of all members in families of teachers in rural schools and about one-third in families of urban school teachers. In comparatively large families some members were reported to be earning dependents, there being no such member in more than 85% of teachers' families.

In rural areas, most teachers devote between 4.5 and 5.5 hours a day in school teaching, while in urban schools most teachers spend 3.5 to 4.5 hours for the same purpose. More teachers in urban areas undertake private coaching than in rural areas and less in junior basic than in primary schools. Fewer teachers devote one hour to private coaching than those who spend 2 hours or more to it. Some teachers in elementary schools spend some time, in the pursuit of higher studies or in general reading. Nearly





15% of male and 5% of lady teachers in urban primary schools spend three hours or more on this. Social work also finds a place in the daily schedule of work of some teachers.

It is found that teachers of elementary schools are represented more in clubs than in co-operative societies except in a few districts. About one-sixth of teachers working in rural primary schools are members of some co-operative societies, percentages among male and female teachers in urban primary schools being 12.3 and 8.3 respectively.

Opinions in favour of a change in profession were expressed by 7.8% and 10.9% of teachers in rural and urban primary schools. Fewer female teachers desire a change than their male counterparts.

Data relating to primary sections in 65 randomly selected High/Higher Secondary schools in Calcutta and Howrah ( town ) were also collected. The average number of students in such sections is 260, compared to an average of 199 in urban primary schools. Many ( 28% ) of these schools reported irregular inspection. Nearly 94% of such schools are housed in pucca buildings of their own and in all these schools classes are held in separate rooms. Drinking water is available inside school premises in about 85% of these schools. Sitting arrangements do not differ much from those in urban primary schools. About 10% of teachers in such schools are non-matriculates. About one-fourth of teachers are graduates. Each such school has an average of 8.15 teachers and a pupil-teacher ratio of 31.8.





## RECOMMENDATIONS

1. More elementary schools should be established—specially in rural areas—to reach the target of universal elementary education. While establishing new elementary schools in rural areas care should be taken to avoid clustering of schools in some areas at the cost of no schools in some other areas.

2. Schools buildings should provide a separate room or at least a separate space ( like corridor, verandah etc. ) for each class. Arrangements for drinking water must exist within a schools building. Urinals should also exist inside or near the school building.

3. Free/subsidised tiffin should be provided to children on all working days.

4. Schools should be regularly and strictly inspected to ensure regular and timely attendance of teachers and of students, adequate availability of teaching aids and accessories etc.

5. Blackboards, maps, globes, models and books must be made available to schools in adequate numbers.

6. There should be at least four (five) teachers in a primary ( junior basic ) school and in case of more than one sections in a class, the number of teachers should be equal to the total number of sections.

7. Teachers in primary schools must be at least trained matriculates.

8. Some incentives should be given to children of economically and/or socially backward families in order to prevent their drop-out before completion of the primary/junior basic course.

9. The district-wise primary final examination at the end of class IV should either be abolished or be conducted more rigidly to provide a correct assessment of learning by elementary school students.

10. Pay scales of elementary school teachers should be revised upwards to enable them to devote greater hours to teaching in schools and in studies.

11. A uniform pattern of elementary schools and of elementary education should be adopted in place of the existing two patterns—primary and junior basic.



12. Elementary education should be made free of cost and no fees should be realised from students in elementary schools even in urban areas.

13. Advisory Committees of elementary schools should be entrusted with greater responsibilities and powers to exercise rational control over financial matters ( including receipt of government aids and grants, private donations etc. disbursement of teachers' salaries ) as well as school administration.

14. A total of 37,316 more elementary schools should be established and as many as 1,49,264 additional teachers should be employed if elementary education has to be made compulsory for all children in the age-group 6-11, if an elementary school is to accommodate 100 students on an average and if 4 teachers are to be employed in each school.





PART THREE  
TABLES





Table 1. 1.

Number of elementary schools existing, selected and visited  
in Rural and Urban areas of different districts.

District	No. of school existing in		Total	No. of school selected in		Total	No. of school visited in		Total
	Rural areas	Urban areas		Rural areas	Urban areas		Rural areas	Urban areas	
Calcutta			981*			99**			87***
Howrah	1379	323	1702	70	33	103	70	33	103
Hooghly	1878	276	2154	95	28	123	94	25	119
Darjeeling	547	106	653	30	11	41	25	9	34
Burdwan	2275	168	2443	91	17	108	85	17	102
24-Parganas	3933	1037	4970	200	104	304	174	96	270
Nadia	1472	231	1703	60	24	84	41	24	65
Midnapore	5938	148	6086	297	15	312	265	13	278
Birbhum	1418	40	1458	60	4	64	58	4	62
Bankura	2327	84	2411	95	9	104	83	8	91
Purulia	2194	54	2248	88	6	94	87	6	93
Malda	1065	60	1125	45	6	51	43	5	48
W. Dinajpur	1463	50	1513	60	5	65	57	5	62
Coochbehar	1045	20	1065	42	4	46	31	0	31
Murshidabad	1651	150	1801	68	15	83	59	12	71
Jalpaiguri	1088	56	1144	55	6	61	17	2	19
Total	29673	2803	33457	1356	287	1742	1189	259	1535

\*255 of these schools are run by the Calcutta Corporation.

\*\*26 of these schools are run by the Calcutta Corporation.

\*\*\*23 of these schools are run by the Calcutta Corporation.



Table 2. 1.

Total Roll Strength

No of students	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Total Primary Schools	Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadua	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Number of Urban Primary Schools							
																	Local Body		Private Aided	G. S. F. P.	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1-50	2	2	2	4	12	4	15	5	20	33	8	7	1	4	2	119	1	2		3	122	2	1	3
		13-3	2-2	5-4	7-4	11-4	5-8	10-6	25-3	40-7	19-5	12-7	3-6	6-8	14-3	10-9	1-4	0-9		0-9	8-5	2-1	11-1	2-9
51-100	10	6	19	20	50	14	107	23	45	38	17	27	10	21	3	410	8	18	2	28	438	15	1	16
		40-0	21-3	27-0	30-7	40-0	41-6	48-9	57-0	46-9	41-5	49-1	35-7	35-6	21-4	37-4	11-0	7-7	6-7	8-3	30-6	16-0	11-1	15-5
101-150	22	6	32	29	52	9	77	14	12	8	8	11	9	22	3	314	15	47	4	66	380	18	3	21
		40-0	36-0	39-2	31-9	25-7	30-0	29-8	15-2	9-9	19-5	20-0	32-1	37-3	21-4	28-7	20-5	20-1	13-3	19-6	26-5	19-1	33-3	20-4
151-200	13	1	18	9	25	5	42	4	2	1	6	5	3	10	2	146	19	72	5	96	242	30	2	32
		6-7	20-2	12-2	15-3	14-3	16-3	8-5	2-5	1-2	14-6	9-1	10-7	16-9	14-3	13-3	26-0	30-8	16-7	28-5	16-9	31-9	22-2	31-1
201-250	8		13	7	15	1	9	1		1	2	3	1			61	15	45	9	69	130	15	1	16
			14-6	9-5	9-2	2-9	3-5	2-1		1-2	4-9	5-5	3-6			5-6	20-5	19-2	30-0	20-5	9-1	16-0	11-1	15-5
251-300	3		4	4	7	1	5					1	3	1	3	32	8	19	7	34	66	5	1	6
			4-5	5-4	4-3	2-9	1-9					1-8	10-7	1-7	21-4	2-9	11-0	8-1	23-3	10-1	4-6	5-3	11-1	5-8
301-400	2		1	1	2	1	2					1		1	1	12	4	21	3	28	40	9		9
			1-1	1-4	1-2	2-9	0-8					1-8		1-7	7-1	1-1	5-5	9-0	10-0	8-3	2-8	9-6		8-7
401-500														1		1	3	3		6	7			
														3-6		0-1	4-1	1-3		1-8	0-5			
551-above																		7		7				
																		3-0		2-1	0-5			
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figures in the second row each category in the stub indicate percentages.





Table : 2. 2.

Year of Establishment of School

Year of establishment	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Total Primary Schools	Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body		Private Aided	G. S. F. P.	Total			
Be-fore 1946	13		26	21	36	6	87	22	20	18	13	21	9	20	3	315	27	52	1	80	395	20	2	22
	22.4		29.2	28.4	22.1	17.1	33.9	46.8	25.3	22.2	31.7	38.2	32.1	33.9	21.4	28.8	37.0	22.2	3.3	23.7	27.6	21.3	22.2	21.4
1947	2		8	7	6	8	34	2	8	5	2	2	4	1	4	93	3	16	15	34	127	9		9
1950	3.4		9.0	9.5	3.7	22.9	13.2	4.3	10.1	6.2	4.9	3.6	14.3	1.7	28.6	8.5	4.1	6.8	50.0	10.1	8.9	9.6		8.7
1951	5		17	12	22	5	54	12	28	8	4	8	4	10	1	190	4	23	5	32	222	15	1	16
1955	8.6		19.1	16.2	13.5	14.3	21.0	25.5	35.4	9.9	9.8	14.5	14.3	16.9	7.1	17.4	5.5	9.8	16.7	9.5	15.5	16.0	11.1	15.5
1956		3	6	9	13	3	27	5	3	10	11	8	2	2	2	104	3	24	4	31	135	12	1	13
1960		20.0	6.7	12.2	8.0	8.6	10.5	10.6	3.8	12.3	26.8	14.5	7.1	3.4	14.3	9.5	4.1	10.3	13.3	9.2	9.4	12.8	11.1	12.6
1961			12	4	12	6	19	3	10	21	7	9	5	5	1	114	1	17		18	132	7	2	9
1965			13.5	5.4	7.4	17.1	7.4	6.4	12.7	25.9	17.1	16.4	17.9	8.5	7.1	10.4	1.4	7.3		5.3	9.2	7.4	22.2	8.7
1966	2	1	3	3	1		5		6		3	2	3	5	2	36	1	17		18	54	3		3
	3.4	6.7	3.4	4.1	0.6		1.9		7.6		7.3	3.6	10.7	8.5	14.3	3.3	1.4	7.3		5.3	3.8	3.2		2.9
Not stated	36	11	17	18	73	7	31	3	4	19	1	5	1	16	1	243	34	85	5	124	367	28	3	31
	62.1	73.3	19.1	24.3	44.8	20.0	12.1	6.4	5.1	23.5	2.4	9.1	3.6	27.1	7.1	22.2	46.6	36.3	16.7	36.8	25.6	29.8	33.3	30.1
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.





Table : 2. 3. Distance ( in miles ) from the Nearest Primary School.

Distance in miles	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Total Primary Schools	Number of Junior Basic Schools.					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinaipur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body		Private Aided	G. S. F. P.	Total	Rural	Urban	Total
-1.0	56 96.6	5 33.3	67 75.3	50 67.6	123 75.5	21 60.0	193 75.1	34 72.3	54 68.4	58 71.6	19 46.3	37 67.3	18 64.3	42 71.2	6 42.9	783 71.5	56 76.7	202 86.3	28 93.3	286 84.9	66 70.2	8 88.9	74 71.8	
1.1- 3.0	2 3.4	9 60.0	18 20.2	24 32.4	37 22.7	14 40.0	64 24.9	13 27.7	25 31.6	22 27.2	20 48.8	18 32.7	10 35.7	16 27.1	7 50.0	299 27.3	4 5.5	9 3.8	1 3.3	14 4.2	26 27.7		26 25.2	
3.1-		1 6.7									1 2.4				1 7.1	3 0.3			1 3.3	1 0.3	1 1.1		1 1.0	
Not stated			4 4.5		3 1.8					1 1.2	1 2.4			1 1.7		10 0.9	13 17.8	23 9.8		36 0.7	1 1.1	1 11.1	2 1.9	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	94	9	103	

\* Figures in the second row against each category in the stub indicate percentages.



Table 2.4

## Existence of any other Primary School in the same village

Some other Primary School in the same village	NUMBER OF RURAL PRIMARY SCHOOLS														Number of Urban Primary Schools				Total Primary Schools		Number of Junior Basic Schools			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Kural	Urban	Total	
Exists	25 43.1	4 26.7	33 37.1	12 16.2	43 26.4	3 8.6	52 20.2	2 4.3	4 5.1	10 12.3	2 4.9	2 3.6	11 39.3	5 8.5	3 21.4	211 67.1	46 63.0	155 66.2	25 83.3	226 67.1	25 26.6	5 55.6	30 29.1	
Does not Exist	33 56.9	11 73.3	56 62.9	60 81.1	119 73.0	32 91.4	203 79.0	45 95.7	75 94.9	70 86.4	39 95.1	53 96.4	17 60.7	54 91.5	11 78.6	878 24.9	15 20.5	64 27.3	5 16.7	84 24.9	69 73.4	3 33.3	72 69.9	
Not Stated			2 2.7	1 0.6	1 0.6	2 0.8				1 1.2					6 0.5	12 16.4	15 6.4		27 8.0	33 2.3	1 11.1	1 1.0		
Total	58	15	89	74	163	35	257	47	79	81	41	55	2	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row each category in the stub indicate percentages.



Table 2. 5.

Maximum distance ( in miles ) negotiated by a student

Maximum distance in miles negotiated	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Pankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
-1.0	51	8	80	60	137	28	217	40	75	70	30	41	13	53	5	908	51	155	21	227	1135	52	3	55
	87.9	53.3	89.9	81.1	84.0	80.0	84.4	85.1	94.9	86.4	73.2	74.5	46.4	89.8	35.7	82.9	69.9	66.2	70.0	67.4	79.3	55.3	33.3	53.4
1.1-3.0	7	6	8	12	24	6	40	7	4	9	10	14	13	4	9	173	14	58	7	79	252	38	6	44
	12.1	40.0	9.0	16.2	14.7	17.1	15.6	14.9	5.1	11.1	24.4	25.5	46.4	6.8	64.3	15.8	19.2	24.8	23.3	23.4	17.6	40.4	66.7	42.7
3.1-above		1			1								2			4		5		5	9	4		4
		6.7			0.6								7.1			0.4		2.1		1.5	0.6	4.3		3.9
Not Stated			1	2	1	1				2	1			2		10	8	16	2	26	36			
			1.1	2.7	0.6	2.9				2.5	2.4			3.4		0.9	10.9	6.8	6.7	7.7	2.5			
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figures in the second row against each category in the stub indicate percentages.



Table : 2. 6.

## Medium of Instruction

NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Number of Junior Basic Schools								
Medium of Instruction		Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Bengali		58	7	89	74	162	34	256	47	78	80	41	50	28	59	11	1074	55	187	29	271	1345	84	8	92
Bengali with some other lang. (a)		1000	46.7	1000	1000	99.4	97.1	99.6	1000	98.7	98.8	1000	90.9	1000	1000	78.6	96.1	75.3	79.9	56.6	80.4	93.9	89.4	88.9	89.3
Bengali with some other lang. (b)			1					1					3			3	8	2	2		4	12	1		1
Lang. (c) other than Bengali			6.7					0.4					5.5			21.4	0.7	2.7	0.9		1.2	0.8	1.1		1.0
Lang. (c) other than Bengali			6								1		2				9	16	45	1	62	71	9	1	10
Lang. (c) other than Bengali			40.0								1.2		3.6				6.8	21.9	15.2	3.3	18.4	5.0	9.6	11.1	9.7
Not stated			1				1			1							4					4			
Not stated			6.7				0.6			1.3							0.4					0.3			
Total		58	15	89	74	163	35	275	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.



School inspection

Table : 2. 7.

Table 2.

NUMBER OF RURAL PRIMARY SCHOOLS

Frequency of school inspection	Number of Urban Primary Schools														Total Primary Schools		Number of Junior Basic Schools							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Quarterly	5 8.6				1 0.6		4 1.6	41 87.2	3 3.8	6 7.4	2 4.9	1 1.8				63 5.8	2 2.7	1 0.4		3 0.9	66 4.6	1 1.1		1 1.0
Half yearly	2 3.4		9 10.1	4 5.4	5 3.1	2 5.7	41 16.0	6 12.8	12 15.2	16 19.8	2 4.9	7 12.7	4 14.3	5 8.5	5 35.7	120 11.0	1 1.4	11 4.7	1 3.3	13 9.3	13 13.8			13 12.6
Annually	46 79.4	6 40.0	64 71.9	44 59.5	86 52.8	27 77.1	167 65.0		51 64.6	21 25.9	24 58.5	31 56.4	15 53.6	37 62.7	7 50.0	626 57.2	38 52.1	168 71.8	18 60.0	224 66.5	850 59.4	52 55.3	7 77.8	59 57.3
Once in every 2 years			1 1.1	3 4.1						2 2.5	2 4.9	2 3.6		1 1.7		11 1.0	1 1.4			1 0.3	12 0.8			
Irregular.	1 1.7	1 6.7	13 14.6	15 20.3	10 6.1	4 11.4	12 4.7		3 3.8	10 12.3	11 26.8	9 16.4	9 32.1	13 22.0	2 14.3	113 10.3	24 32.9	25 10.7	4 13.3	53 15.7	166 11.6	8 8.5	1 11.1	9 8.7
No Inspection reported	3 5.2			2 2.7	3 1.8									1 1.7		9 0.8		3 1.3		12 0.8				
Not Stated	1 1.7	8 53.3	2 2.2	6 8.1	58 35.6	2 5.7	33 12.8		10 12.7	26 32.1		5 9.1		2 3.4		153 14.0	7 9.6	26 11.1	7 23.3	40 13.5	193 21.3	20 21.3	1 11.1	21 20.4
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.





No. of days on which free tiffin is provided or week		NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools			Number of Junior Basic Schools				
		Howrah	Darjeeling	Hooghty	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban
1-4	5 8.6				1 1.4	1 6.1		5 1.9				2 3.6				14 1.3					14 1.0	2 2.1		2 1.9
5	15 25.9	1 6.7	23 25.8	1 1.4	32 19.6	3 8.6	58 22.6	2 4.3	6 7.6			3 5.5		6 10.2		150 13.7	27 37.0	33 14.1	2 6.6	62 18.4	212 14.8	15 16.0	1 11.1	16 15.5
Nil	36 62.1	10 65.7	63 70.8	65 87.8	129 79.1	32 91.4	184 71.6	42 39.3	72 91.1	78 96.3	25 61.0	36 65.5	27 96.4	42 71.2	14 100.0	855 78.1	42 57.5	180 76.9	27 90.0	249 73.9	1104 77.1	66 70.2	8 88.9	74 71.8
Not Stated	2 3.4	4 26.7	3 3.4	7 9.5	1 6.1		10 3.9	3 6.4	1 1.3	3 3.7	16 39.0	14 25.5	1 3.6	11 18.6		76 6.9	4 5.5	21 9.0	1 3.3	26 7.7	102 7.1	11 11.7		11 10.7
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row in each category in the stub indicate percentages.



Table : 3.1. Ownership and condition of School building

Ownership	NUMBER OF RURAL PRIMARY SCHOOLS														Number of Urban Primary Schools				Number of Junior Basic Schools.					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Owned	46 79.3	11 73.3	81 91.0	56 75.7	152 93.3	31 88.6	239 93.0	43 91.5	66 83.5	75 92.6	37 90.2	51 92.7	24 85.7	58 93.3	8 57.1	978 89.3	39 53.4	111 47.4	19 63.3	169 50.1	1147 80.1	85 90.4	8 88.9	93 90.3
Partly owned	1 1.7					3 8.6	1 0.4	1 2.1								6 0.5		2 0.8		2 0.6	8 0.6	1 1.1		1 1.0
Rented			1 1.1	2 2.7	2 1.2	1 2.8	1 0.4	1 2.1					1 3.6			9 0.8	29 39.7	89 38.0	8 26.7	126 37.4	135 9.4			
Allowed free use of	11 19.0	3 20.0	6 6.7	15 20.3	9 5.5		14 5.4	2 4.3	10 12.7	6 7.4	4 9.8	4 7.3	3 10.7		6 42.9	93 8.5	4 5.5	32 13.7	3 10.0	39 11.6	132 9.2	8 8.5	1 11.1	9 8.7
Not stated		1 6.7	1 1.1	1 1.4			2 0.8		3 3.8					1 1.7		9 0.8	1 1.4			1 0.3	10 0.7			

( Contd. )



Table 3. 1. (Contd.)

## Ownership and condition of School Building

Condition	NUMBER OF RURAL PRIMARY SCHOOLS														Number of Urban Primary Schools				Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Pankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Pucca	11 19.0	4 26.7	16 18.0	14 18.9	14 8.6	3 8.6	8 3.1	6 12.8	18 22.8	10 12.3	3 7.3	8 14.5		13 22.0	1 7.1	129 11.8	55 75.3	124 53.0	15 50.0	194 57.6	323 22.6	47 50.0	9 100.0	56 54.4
Semi pucca	23 39.7	7 46.7	36 40.4	23 31.1	57 35.0	22 62.9	19 7.4	8 17.0	4 5.1	17 21.0	8 19.5	14 25.5	5 17.9	14 23.7	5 35.7	262 23.9	15 20.5	86 36.7	9 30.0	110 32.6	372 26.0	28 29.8		28 27.2
Kutchha	24 41.3	4 26.7	37 41.6	37 50.0	92 56.4	10 28.5	227 88.3	33 70.2	53 67.1	52 64.2	30 73.2	33 60.0	23 82.1	31 52.5	8 57.1	694 63.4	3 4.1	24 10.3	6 20.0	33 9.8	727 50.8	19 20.2		19 18.4
Not stated							3 1.2		4 5.1	2 2.5				1 1.7		10 0.9				26 7.7	10 0.7			
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row in against each category in the stub indicate percentages.



Table 3.2.

## Class Room

Class Room	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Pankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Separate for each class	16	1	26	18	37	13	63	8	5	6	10	4	6	27	9	249	42	149	17	208	457	44	6	50
	27.6	6.7	29.2	24.3	22.7	37.1	24.5	17.0	6.3	7.4	24.4	7.3	21.4	45.8	64.3	22.7	57.5	63.7	56.6	61.7	31.9	46.8	66.7	48.5
Common to some classes	18	4	47	38	31	8	143	27	30	36	15	16	4	21	2	440	20	58	6	84	524	34	3	37
	31.0	26.7	52.8	51.4	19.0	22.9	55.6	57.4	38.0	44.4	36.6	29.1	14.3	35.6	14.3	40.2	27.4	24.8	20.0	24.9	36.6	36.2	33.3	35.9
Common to all the classes	23	10	15	16	93	13	49	12	43	37	15	35	18	10	3	392	10	26	7	43	435	16		16
	39.7	66.7	16.9	21.6	57.1	37.1	19.1	25.5	54.4	45.7	36.6	63.6	64.3	16.9	21.4	35.8	13.7	11.1	23.3	12.8	30.4	17.0		15.5
Not stated	1		1	2	2	1	2		1	2	1			1		14	1	1		2	16			
	1.7		1.1	2.7	1.2	2.9	0.8		1.3	2.5	2.4			1.7		1.3	1.4	0.4		0.6	1.1			
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row in against each category in the stub indicate percentages.



Table : 3.3

Sitting arrangement for Teachers and Students

Sitting Arrangement	NUMBER OF RURAL PRIMARY SCHOOLS														Number of Urban Primary Schools				Number of Junior Basic Schools,						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total	
Floor	2 3.4	1 6.7	9 10.1	12 16.2	4 2.5	6 17.1	3 1.2	6 12.8	14 17.7	17 21.0	4 9.8	4 7.3			9 15.3		91 8.3	1 1.4	3 1.3	1 3.3	5 1.5	96 6.7	22 23.4		22 21.4
Floor& Chairs	2 3.4	1 6.7	8 9.0	14 18.9	3 1.8	3 8.6	1 0.4	3 6.4		3 3.7	6 14.6	2 3.6		1 1.7		47 4.3			1 0.4	1 3.3	2 0.6	49 3.4	8 8.5		8 7.8
Stools	2 3.4		1 1.1	13 17.6	2 1.2	3 8.6	1 0.4	3 6.4	2 2.5	2 2.5	3 7.3			4 6.8		36 3.3	1 1.4	3 1.3	1 3.3	5 1.5	41 2.9	4 4.3		4 3.9	
Chairs	50 86.2	12 80.0	71 79.8	35 47.3	154 94.5	23 65.7	249 96.9	35 74.5	62 78.5	57 70.4	28 68.3	49 89.1	28 100.0	45 76.3	14 100.0	912 83.3	71 97.3	226 96.6	27 90.0	324 96.1	1236 86.3	58 61.7	9 100.0	67 65.0	
Not stated	2 3.4	1 6.7					3 1.2		1 1.3	2 2.5						9 0.8		1 0.4	1 0.3	10 0.7	2 2.1		2 1.9		
Floor	13 22.4	1 6.7	43 48.3	55 74.3	24 14.7	19 54.3	52 20.2	30 63.8	68 86.1	73 90.1	5 12.2	14 25.5	1 3.6	21 35.6	1 7.1	420 38.4	9 12.3	34 14.5	11 36.7	54 16.0	474 33.1	52 55.3	1 11.1	53 51.5	
Floor& Benches	20 34.5	8 53.3	34 38.2	16 21.6	93 57.1	11 31.4	117 45.5	14 29.8	9 11.4	3 3.7	25 61.0	31 56.4	7 25.0	18 30.5	5 35.7	411 37.5	16 21.9	32 13.7	6 20.0	54 16.0	465 32.5	27 28.7	1 11.1	28 27.2	
Benches	25 43.1	6 40.0	12 13.5	3 4.1	46 28.2	5 14.3	8.8 34.2	3 6.4	2 2.5	3 3.7	11 26.8	10 18.2	20 71.4	20 33.9	8 57.1	262 23.9	48 65.8	168 71.8	13 43.3	229 68.0	491 34.3	15 16.0	7 77.8	22 21.4	
Not stated										2 2.5						2 0.2					2 0.1				
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\*Figures in the second row against each category in the stub indicate percentages.





SOURCE	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24 Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total	
Pond	2 3.4				5 3.1		17 6.6	1 2.1	6 7.6	16 18.8	9 22.0						56 5.1				56 3.9	1 1.1		1 1.0	
Well		4 26.7	4 4.5	9 12.2	1 0.6		74 28.8	14 29.8	43 54.4	57 70.4	18 43.9	16 29.1	4 14.3	3 5.1	5 35.7	252 23.0	6 8.2	8 10.0	19 11.1	1 20	269 18.8	50 18.8	20.2	11.1	19.4
Tube well	48 82.8		83 93.3	55 74.3	145 89.0	32 91.4	137 53.3	30 63.8	11 13.9		14 34.1	38 69.1	23 82.1	52 88.1	4 28.6	672 61.4	17 23.3	108 46.2	17 56.7	17 42.1	814 56.8	56 59.6	5 55.5	5 61	69.2
Tap		1 6.7		1 1.4	1 0.6		3 1.2	1 2.1		1 1.2					2 14.3	10 0.9	41 56.2	109 46.6	10 33.3	10 47.5	170 11.9	3 3.2	2 22.3	5 4.9	
Not available	6 10.3	6 40.0		4 5.4	6 3.7	1 2.9	9 3.5	1 2.1	1 1.3	5 6.2				2 3.4	3 21.4	44 4.0	3 4.1	4 1.7	7 2.1	51 3.6	9 9.6			9 8.7	
Not stated	2 3.4	4 26.7	2 2.2	5 6.8	5 3.1	2 5.7	17 6.6		18 22.8	2 2.5		1 1.8	1 3.6	2 3.4		61 5.6	6 8.2	5 2.1	11 3.3	72 5.0	6 6.4	1 11.1	7 6.8		
Inside the school	9 15.5	1 6.7	35 39.3	22 29.7	52 31.9	11 31.4	57 22.2	4 8.5	10 12.7	4 4.9	10 24.4	16 29.1	20 71.4	25 42.4	7 50.0	283 25.8	38 52.2	121 51.7	7 23.3	166 49.3	459 31.3	53 56.4	6 66.7	59 57.3	
At same dist.	6 10.3		29 32.6	24 32.4	89 54.6	22 62.9	137 53.3	29 61.7	28 35.4	53 65.4	29 70.7	29 52.7	3 10.7	25 42.4	4 28.6	507 46.3	15 20.5	46 19.7	11 36.7	72 21.4	579 40.4	14 14.9		14 13.6	
Near the school	30 51.7		23 25.8	21 28.4	6 3.7		28 10.9	11 23.4	25 31.6	1 1.2	2 4.9	10 18.2	4 14.3	4 6.8		165 15.1	14 29.2	38 16.2	10 33.3	62 18.4	227 15.9	8 8.5		8 7.8	
Does not arise	6 10.3	6 40.0		4 5.4	6 3.7	1 2.9	9 3.5	1 2.1	1 1.3	5 6.2				2 3.4	3 21.4	44 4.0	3 4.2	4 1.7	7 2.1	51 3.6	9 9.6			9 8.7	
Not stated	7 12.1	8 53.3	2 2.2	3 4.1	10 6.1	1 2.9	26 10.1	2 4.3	15 19.0	18 22.2			1 3.6	3 5.1		96 8.8	3 4.1	25 10.7	2 6.7	30 8.9	126 8.8	10 10.6	3 33.3	13 12.6	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\* Figures in the second row against each category in the stub indicate percentages.





Table : 3. 5

Sanitary Arrangements

	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Number of Junior Basic Schools.							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total	
Inside the school	4		9	2	7	1	4			3		3			3	4	39	34	101	9	144	183	21	4	25
At same dis.	6.9		9.0	2.7	4.3	2.9	1.6			3.7		5.5			5.1	28.6	3.6	46.6	43.2	30.0	42.7	12.8	22.3	4.4	24.3
Near the school			3	2			1										6	1	13	4	18	24	1		1
Does not exist	50	12	72	64	149	31	190	47	71	76	40	51	25	43	10	931	28	34	14	96	1027	60	1	61	
Not stated	86.0	80.0	80.9	86.5	91.4	88.6	73.9	1000	89.9	93.8	97.6	92.7	89.3	72.9	71.4	85.0	38.4	23.1	46.7	28.5	71.7	63.8	11.1	59.2	
Inside the school	4	3	6	6	7	3	62		8	2	1	1	3	13		119	10	64	3	77	196	12	4	16	
At same dis.	6.9	20.0	6.7	8.1	4.3	8.6	24.1		10.1	2.5	2.4	1.8	10.7	22.0		10.9	13.7	27.3	10.0	22.8	13.7	12.8	44.4	15.5	
Near the school			3	2	4	2	2			1		2	1	1	4	25	36	96	8	140	165	16	5	21	
Does not exist	5.2		3.4	2.7	2.5	5.7	0.8			1.2		3.6	3.6	1.7	28.6	2.3	49.3	41.0	26.7	41.5	11.5	17.0	55.5	20.4	
At same dis.				1																					
Near the school				1.4																					
Does not exist			4	3			1																		
Not stated			4.5	4.1			0.4																		
Inside the school	54	12	76	66	152	33	198	47	76	77	40	52	26	46	10	965	25	55	13	93	1058	64		64	
At same dis.	93.1	80.0	85.4	89.2	93.3	94.3	77.0	1000	96.2	95.1	97.6	94.5	92.8	78.0	71.4	88.1	34.2	23.5	43.3	27.6	73.9	68.1		62.1	
Near the school																									
Does not exist																									
Not stated	1	3	6	2	7		56		3	3	1	1	1	12		96	10	66	3	79	175	14	3	17	
At same dis.	1.7	20.0	6.7	2.7	4.3		21.8		3.8	3.7	2.4	1.8	3.6	20.3		8.8	13.7	28.2	10.0	23.4	12.2	14.9	33.3	16.5	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\*Figures in the second row against each category in the stub indicate percentages.



Open space	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Number of Junior Basic Schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
-1	5 8.6		10 11.2	5 6.8	3 1.8		9 3.5	2 4.3	1 1.3	1 1.2	2 4.9	1 1.8		2 3.4	1 7.1	42 3.8	8 11.0	18 7.7	1 3.3	27 8.0	69 4.8	5 5.3	1 11.1	6 5.8
1-2	4 6.9	1 6.7	9 10.1	13 17.6	6 3.7	3 8.6	15 5.8	7 14.9	1 1.3	3 3.7	2 4.9	1 1.8	1 3.6	1 1.7		67 6.1	6 8.2	18 7.7	5 16.7	29 8.6	96 6.7	4 4.3	1 11.1	5 4.9
2-5	9 15.5		16 18.0	9 12.2	13 8.0	2 5.7	34 13.2	11 23.4	6 7.6	4 4.9	3 7.3	3 5.5	2 7.1	6 10.2		118 10.8	5 6.8	22 9.4	4 13.3	31 9.2	149 10.4	4 4.3		4 3.9
5-10	12 20.7		19 21.3	20 27.0	39 23.9	5 14.3	51 19.8	11 23.4	7 8.9	11 13.6	5 12.2	5 9.1	2 7.1	10 16.9	1 7.1	198 18.1	5 6.8	17 7.3	6 20.0	28 8.3	226 15.8	6 6.4	1 11.1	7 6.8
10 and above	3 5.2	6 40.0	19 21.3	13 17.6	72 44.2	22 62.9	100 38.9	8 17.0	49 62.0	31 38.3	23 56.1	40 72.7	23 82.1	30 50.8	9 64.3	448 40.9	8 11.0	28 12.0	4 13.3	40 11.9	488 34.1	65 69.1	3 33.3	68 66.0
Nil	11 19.0	7 6.7	14 15.7	9 12.2	10 6.1	1 2.9	34 13.2	5 10.6	13 16.5	21 25.9	4 9.8	1 1.8		4 6.8	1 7.1	129 11.8	32 43.8	85 36.3	7 23.3	124 36.8	253 17.7	5 5.3	1 11.1	6 5.8
Not Stated	14 24.1	7 46.7	2 2.2	5 6.8	20 12.3	2 5.7	14 5.4	3 6.4	2 2.5	10 12.3	2 4.9	4 7.3		6 10.2	2 14.3	93 8.5	9 12.3	46 19.7	3 10.0	58 17.2	151 10.5	5 5.3	2 22.2	7 6.8
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.





Condition of Urinal

Table : 3.6 (a)

	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Total Primary Schools	Number of Junior Basic Schools			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.		Total	Rural	Urban	Total
Kutcha					2 1.2		2 0.8		5 6.3				1 3.6		1 7.1	11 1.0	3 4.1	18 7.7	2 6.7	23 6.8	34 2.4	3 3.2		3 2.9
Pucca			4 4.5	1 1.4		2 5.7					1 2.4	3 5.5		3 5.1	1 7.1	15 1.4	25 34.2	59 25.2	10 33.3	94 27.9	109 7.6	5 5.3	2 22.2	7 6.8
Nil	50 86.2	12 80.0	72 80.9	64 86.5	149 91.4	31 88.6	190 73.9	47 100.0	71 89.9	76 93.8	40 97.6	51 92.7	25 89.3	43 72.9	10 71.4	931 85.0	28 38.4	53 22.6	15 50.5	96 28.5	1027 71.7	60 63.3	1 11.1	61 59.2
Not stated	8 13.8	3 20.0	13 14.6	9 12.2	12 7.4	2 5.7	65 25.3		3 3.8	5 6.2		1 1.8	2 7.1	13 22.0	2 14.3	138 12.6	17 23.3	104 44.4	3 10.0	124 36.8	262 18.3	26 27.7	6 66.7	32 31.1
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figures in the second row against each category in the stub indicate percentages.



Condition of Privy

Table : 3. 7 (a)

Table : 3. 7 (a)

NUMBER OF RURAL PRIMARY SCHOOLS	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Number of Urban Primary Schools	Total Primary Schools	Number of Junior Basic Schools.	Total				
																	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total	
Service																								
			1 1.1	2 2.7			2 0.8						2 7.1		2 14.3	9 0.8	6 8.2	23 9.8	1 3.3	30 8.9	39 2.7	3 3.2		3 2.9
Sani- tary		1 6.7	1 1.1	2 2.7	2 1.2	1 2.9					1 2.4	2 3.6		1 1.7		11 1.0	31 42.5	73 31.2	12 40.0	116 34.4	127 8.9	13 13.8	4 44.4	17 16.5
Nil	54 93.1	12 80.0	76 85.4	66 89.2	152 93.3	33 94.3	198 77.0	47 100.0	76 96.2	77 95.1	40 97.6	52 95.5	26 92.9	46 78.0	10 71.4	965 88.1	25 34.2	55 23.5	16 53.3	96 28.5	1061 74.1	64 68.1		64 62.1
Not stated	4 6.9	2 13.3	11 12.4	4 5.4	9 5.5	1 2.9	57 22.2		3 3.8	4 4.9		1 1.8		12 20.3	2 14.3	110 10.0	11 15.1	83 35.5	1 3.3	95 28.2	205 14.3	14 14.9	5 55.6	19 18.4
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figures in the second row against each category in the stub indicate percentages.



Teaching Aids and Accessories : Black-Boards

Table : 4. 1.

Number of Black Boards	NUMBER OF RURAL PRIMARY SCHOOLS												Number of Urban Primary Schools				Number of Junior Basic Schools							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Nil	2 13.3	1 1.1	2 2.7	8 4.9	4 11.4	6 2.3	2 2.1	1 1.3	5 6.2	4 9.8	8 14.5	2 7.1	3 5.1	1 7.1	48 4.4	3 1.3	2 6.7	5 1.5	53 3.7	2 2.1	2 1.9			
1-2	3 5.2	3 20.0	4 4.5	18 24.3	20 12.3	12 34.3	44 17.1	13 27.7	40 50.6	36 44.4	24 58.5	29 52.7	13 46.4	13 22.0	5 35.7	277 25.3	3 4.1	4 13.3	22 6.5	299 20.9	8 8.5	8 7.8		
3-4	9 15.5	2 13.3	7 7.9	31 41.9	17 10.4	13 37.1	26 10.1	23 48.9	29 36.7	8 9.9	9 22.0	12 21.8	10 35.7	33 55.9	6 42.9	235 21.5	15 20.5	66 28.2	10 33.3	91 27.0	326 22.8	9 9.6	9 8.7	
5-6	3 5.2		3 3.4	9 12.2	3 1.8	2 5.7	10 3.9	8 17.0	3 3.8	1 1.2	3 7.3	3 5.5	3 10.7	10 16.9	1 7.1	62 5.7	15 20.5	51 21.8	10 33.3	76 22.6	138 9.6	20 21.3	1 11.1	21 20.4
7-8	2 3.4						1 0.4					1 1.8				4 0.4		21 9.0	1 3.3	22 6.5	26 1.8	8 8.5	1 11.1	9 8.7
9																	2 2.7	12 5.1		14 4.2	14 1.0	5 5.3	1 11.1	6 5.8
Not Stated	41 70.7	8 53.3	74 83.1	14 18.9	115 70.6	4 11.4	170 66.1	2 4.3	6 7.6	31 38.3	1 2.4	2 3.6			1 7.1	469 42.8	38 52.1	66 28.2	3 10.0	107 31.7	576 40.2	42 44.7	6 66.7	48 46.6
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figures in the second row against each category in the stub indicate percentages.



Table : 4. 2.

## Teaching Aids and Accessories : Maps

Number of Maps	NUMBER OF RURAL PRIMARY SCHOOLS												Number of Urban Primary Schools				Number of Junior Basic Schools							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Number of Urban Primary Schools			Total Primary Schools	Rural	Urban	Total	
																	Local Body	Private Aided	G. S. F. P.					
Nil	11 19.0	6 40.0	4 4.5	8 10.8	14 8.6	9 25.7	13 5.1	2 4.3	1 1.3	4 4.9	10 24.4	16 29.1	5 17.9	9 15.3	5 35.7	5 11.7	5 6.8	29 12.4	9 30.0	43 12.8	160 11.2	5 5.3	2 22.2	7 6.8
1	2 5.2	3 3.4	2 2.7	2 2.7	2 1.2	1 2.9	5 1.9	3 6.4	4 5.1	1 1.2	3 7.3	4 7.3	4 14.3	4 6.8	39 3.6	5 6.8	5 6.8	21 9.0	2 6.7	28 8.3	67 4.7	2 2.1	2 1.9	2 1.9
2	2 3.4	2 13.3	1 1.1	11 14.9	4 2.5	6 17.1	8 3.1	1 2.1	26 32.9	2 2.5	12 29.3	10 18.2	10 35.7	9 15.3	2 14.3	106 9.7	7 9.6	37 15.8	2 6.7	46 13.6	152 10.6	5 5.3	5 4.9	5 4.9
3	1 6.7	2 13.3	2 2.2	4 5.4	5 3.1	9 25.7	20 7.8	3 6.4	17 21.5	8 9.9	13 31.7	7 12.7	4 14.3	17 28.8	2 14.3	112 10.2	4 5.5	29 12.4	4 13.3	37 11.0	145 10.4	6 6.4	6 5.8	6 5.8
4	4 6.9	4 16.6	4 21.6	16 21.6	3 1.8	2 5.7	18 7.0	7 14.9	11 13.9	14 17.3	3 7.3	8 14.5	2 7.1	6 10.2	3 21.4	101 9.2	4 5.5	19 8.1	6 20.0	29 8.6	130 9.1	7 7.4	7 6.8	7 6.8
5	5 8.6	4 4.5	19 25.7	21 12.9	4 11.4	4 11.4	24 9.3	29 61.7	14 17.7	20 24.7	7 12.7	7 12.7	2 7.1	14 23.7	1 7.1	164 15.0	9 12.3	35 15.0	4 13.3	48 14.2	212 14.8	25 26.6	1 11.1	26 25.2
Not Stated	33 56.9	6 40.0	71 79.8	14 18.9	114 69.9	4 11.4	169 65.8	2 4.3	6 7.6	32 39.5	3 5.5	3 5.5	1 3.6	1 7.1	1 7.1	456 41.6	39 53.4	64 27.3	3 10.0	106 31.5	562 39.2	44 46.8	6 66.7	50 48.5
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.



Teaching Aids and Accessories : Globes

Table 4.3.

Table 4.3.

NUMBER OF RURAL PRIMARY SCHOOLS	No. of Globes	Number of Urban Primary Schools	Total Primary Schools	Number of Junior Basic Schools	Total																	
Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total
18	12	15	20	19	15	67	8	4	13	18	19	17	18	7	270	15	79	14	108	17	2	19
31.0	80.0	16.9	27.0	11.7	42.9	26.1	17.0	5.1	16.0	43.9	34.5	60.7	30.5	50.0	24.7	20.5	33.8	46.7	32.0	18.1	22.2	18.4
1	6	1	38	24	17	45	37	62	43	22	31	10	35	6	388	20	90	12	122	28	1	29
	10.3	6.7	51.4	14.7	48.6	17.5	78.7	78.5	53.1	53.7	56.4	35.7	59.3	42.9	35.4	27.4	38.5	40.0	36.2	29.8	11.1	28.2
2	6	2	5	7		1		7		1	2	1	6		38	2	7	1	10	8		8
	10.3	2.2	6.8	4.3		0.4		8.9		2.4	3.6	3.6	10.2		3.5	2.7	3.0	3.3	3.0	8.5		7.8
3															1	1	3	1	5	3		3
															0.1	1.4	1.3	3.3	1.5	3.2		2.9
Not stated	28	2	61	11	112	3	2	6	25		3			1	398	35	55	2	92	38	6	44
	48.3	13.3	68.5	14.9	68.7	8.6	4.3	7.6	30.9		5.5			7.1	36.3	47.9	23.5	6.7	27.3	40.4	66.7	42.7
Total	58	15	89	74	163	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	103

\*Figures in the second row in each category in the stub indicate percentages.



Teaching Aids and Accessories : Models

Table 4.4.

Table 4.4.

NUMBER OF RURAL PRIMARY SCHOOLS

No. of Models	Number of Urban Primary Schools												Total Primary Schools		Number of Junior Basic Schools									
	Number of Urban Primary Schools												Total	Total Primary Schools	Rural	Urban	Total							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Nil	48 82.8	15 100.0	66 74.2	62 83.8	106 65.0	29 82.9	168 65.4	34 72.3	61 77.2	51 63.0	30 73.2	31 56.4	23 82.1	56 94.9	13 92.9	793 72.4	46 63.0	174 74.4	28 93.3	248 73.6	1041 72.7	57 60.6	5 55.6	62 60.2
1	1 1.7			6 8.1	5 3.1	2 5.7	4 1.6	1 2.1	7 8.9	11 13.6	8 19.5	9 16.4	2 7.1	2 3.4		58 5.3	1 1.4	5 2.1	1 3.3	7 2.1	65 4.5	1 1.1		1 1.0
2	2 3.4			4 5.4	1 6.1	1 2.9	2 0.8	4 8.5	5 6.3	8 9.9	3 7.3	3 5.5	2 7.1			35 3.2	2 2.7	8 3.4		10 2.9	45 3.1	5 5.3		5 4.9
3	1 1.7						3 1.2	3 6.4		1 1.2		1 1.8	1 3.6			10 0.9		4 1.7		4 1.2	14 1.0	2 2.1		2 1.9
4							1 0.4	4 8.5				5 9.1				10 0.9		1 0.4		1 0.3	11 0.8			
5								1 2.1		1 1.2		1 1.8				3 0.3		2 0.9		2 0.6	5 0.3			
6	1 1.7			1 1.4	1 6.1		1 0.4					2 3.6				6 0.5		3 1.3		3 0.9	9 0.6	2 2.1	1 11.1	3 2.9
Not stated	5 8.6	23 25.8		1 1.4	50 30.7	3 8.6	78 30.3		6 7.6	9 11.1		3 5.5		1 1.7	1 7.1	180 16.4	24 32.9	37 15.8	1 3.3	62 18.4	242 28.7	27 33.3	3 30.1	30 29.1
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\*Figure, in the second row in against each category in the stub indicate percentages.



Table : 4. 5.

Total number of Books

Number of Books	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Total Primary Schools	Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body		Private Aided	G. S. F. P.	Total	Rural	Urban	Total
Nil	36 62.1	14 93.3	65 73.0	39 52.7	130 79.8	29 82.9	171 66.5	25 53.2	73 92.4	72 88.9	37 90.2	50 90.9	27 96.4	32 54.2	12 85.7	812 74.2	39 53.4	155 66.2	28 93.3	222 65.9	1034 72.2	44 46.8	2 22.2	46 44.7
1-25	4 6.9	1 6.7	4 4.5	8 10.8	10 6.1	2 5.7	25 9.7	5 10.6	2 2.5	2 2.5	1 2.4			1 1.7		65 5.9	5 6.8	7 3.0		12 3.6	77 5.4	5 5.3		5 4.9
26-50	8 13.8		9 10.1	8 10.8	13 8.0	2 5.7	20 7.8	5 10.6	1 1.3	6 7.4	3 7.3			6 10.2		81 7.4	4 5.5	10 4.3		14 4.2	95 6.6	6 6.4	1 11.1	7 6.8
51-100	5 8.6		3 3.4	12 16.2	5 3.1		11 4.3	8 17.0	2 2.5			3 5.5		5 8.5		54 4.9	10 13.7	5 2.1	1 3.3	16 4.7	70 4.9	9 9.6	1 11.1	10 9.7
100-	4 6.9		6 6.7	6 8.1	4 2.5	2 5.7	26 10.1	3 6.4	1 1.3			1 1.8	1 3.6	14 23.7	1 7.1	69 6.3	14 19.2	51 21.8	1 3.3	66 19.6	135 9.4	27 28.7	5 55.6	32 31.1
Not Stated	1 1.7		2 2.2	1 1.4	1 0.6		4 1.6	1 2.1		1 1.2		1 1.8		1 1.7	1 7.1	14 1.3	1 1.4	6 2.6		7 2.1	21 1.5	3 3.2		3 2.9
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.



Teaching Time

Table 4. 6.

Classes held during	NUMBER OF RURAL PRIMARY SCHOOLS														Number of Urban Primary Schools				Number of Junior Basic Schools					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Day	45	13	86	66	138	34	250	30	43	81	38	31	27	57	13	952	57	153	22	232	1184	83	9	92
	77.6	86.7	96.6	89.2	84.7	97.1	97.3	63.8	54.4	100.0	92.7	56.4	96.4	96.6	92.9	86.9	78.1	65.4	73.3	68.8	82.7	88.3	100.0	89.3
Morn- ing	13	2	3	7	22	1	5	16	35		2	1	1	2	1	111	11	66	6	83	194	8		8
	22.4	13.3	3.4	9.5	13.5	2.9	1.9	34.0	44.3		4.9	1.8	3.6	3.4	7.1	10.1	15.1	28.2	20.0	24.6	13.5	8.5		7.8
Day & morning					3		2	1			1	23				30	5	15	2	22	62	2		2
					1.8		0.8	2.1			2.4	41.8				2.7	6.8	6.4	6.7	6.5	3.6	2.1		1.9
Not stated				1					1							2					2	1		1
				1.3					1.3							0.2					0.1	1.1		1.0
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

\* Figures in the second row in against each category in the stub indicate percentages.

Table: 4. 7

Weekly total teaching time (in hrs.)

Teaching time ( in hrs. )	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools.					
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total	
—18.0	1 1.7				1 0.6								2 7.1			4 0.4	2 2.7	15 6.4		17 5.0	23 1.5	1 1.1		1 1.0	
18.1	10		4	3	17	1	2	3	32								78	12	58	5	75	153	6	2	8
22.0	17.2		4.5	4.1	10.4	2.9	0.8	6.4	40.5			5.5		2 3.4	1 7.1	7.1	16.4	24.8	16.7	22.3	10.7	6.4	22.2	7.8	
22.1-	32	14	82	34	133	33	205	44	5	10	40	50	25	55	13	775	48	137	25	210	985	66	5	71	
26.0	55.2	93.3	92.1	45.9	81.6	94.3	79.8	93.6	6.3	12.3	97.6	90.9	89.3	93.2	92.9	70.8	65.8	58.5	83.3	62.3	68.8	70.2	55.5	68.9	
26.1- above				15	11		46		41	71		2	1	1		188	6	9		15	203	15	1	16	
				20.3	6.7		17.9		51.9	87.7		3.6	3.6	1.7		17.2	8.2	3.8		4.5	14.2	16.0	11.1	15.5	
Not stated	15	1	3	22	1	1	4		1		1			1		50	5	15		20	70	6	1	7	
	25.9	6.7	3.4	29.7	0.6	2.9	1.6		1.3		2.4			1.7		4.6	6.8	6.4		5.9	4.9	6.4	11.1	6.8	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\*Figures in the second row against each category in the stub indicate percentages.







Table : 5. 1.

## Academic Qualifications of Teachers

Academic Qualifications	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS												Number of teachers in Urban Primary Schools				Total No. of teachers in P. S. Schools	Number of teachers in Junior Basic Schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total		Local Body	Private Aided	G. S. F. P.	Total			
Non-Matriculate late trained	18 9.0	5 16.7	57 17.8	39 16.0	130 23.5	22 21.0	126 17.0	33 24.4	43 23.0	58 40.6	34 27.2	40 25.3	22 24.2	52 26.0	11 20.4	690 21.0	46 12.6	71 5.6	40 21.1	157 8.6	847 16.6	87 19.8	7 15.6	94 19.4
Non-Matriculate late untrained	17 8.5	8 26.7	27 8.4	19 7.8	32 5.8	3 2.9	75 10.1	5 3.7	3 1.6	14 9.8	12 9.6	13 8.2	11 12.1	4 2.0	3 5.6	246 7.5	40 10.9	118 9.3	15 7.9	173 9.5	419 8.2	28 6.4	2 4.4	30 6.2
Matriculate late trained	38 18.9	5 16.7	89 27.7	74 30.3	98 17.8	36 34.3	136 18.4	40 29.6	62 33.2	29 20.3	44 35.2	39 24.7	32 35.2	57 28.5	10 18.5	789 24.0	68 18.6	158 12.4	43 22.6	269 14.7	1058 20.7	190 43.3	9 20.0	199 41.1
Matriculate late untrained	78 38.8	9 30.0	74 23.1	76 31.1	172 31.2	27 25.7	284 38.3	39 28.9	57 30.5	32 22.4	24 19.2	47 29.7	19 20.9	49 24.5	20 37.0	1002 30.5	53 14.5	376 29.6	55 28.9	484 26.5	1486 29.1	46 10.5	6 13.3	52 10.7
Under Graduate trained	4 2.0	1 3.3	25 7.8	8 3.3	16 2.9	7 6.7	26 3.5	9 6.7	6 3.2	1 0.7	4 3.2	6 3.8	2 2.2	5 2.5	3 5.6	123 3.7	43 11.7	69 5.4	17 8.9	129 7.1	252 4.9	42 9.6	10 22.2	52 10.7
Under Graduate untrained	31 15.4	2 6.7	34 10.6	18 7.4	77 13.9	6 5.7	63 8.5	5 3.7	10 5.3	5 3.5	7 5.6	10 6.3	4 4.4	26 13.0	4 7.4	302 9.2	46 12.6	273 21.5	9 4.7	328 18.0	630 12.3	16 3.6	7 15.6	23 4.8
Graduate & P. G. trained	1 0.5		2 0.6	1 0.4	5 0.9	1 0.9	9 1.2	2 1.5		3 2.1				1 0.5		25 0.8	49 13.4	43 3.4	5 2.6	97 5.3	122 2.4	21 4.8	3 6.7	24 5.0
Graduate & P. G. untrained	14 7.0		13 4.0	9 3.7	22 4.0	13 2.9	22 3.0	2 1.5	6 3.2	1 0.7		3 1.9	1 1.1	6 3.0	3 5.6	105 3.2	21 5.7	162 12.8	6 3.2	189 10.3	294 5.8	9 2.0	1 2.2	10 2.1
Total	201	30	321	244	552	105	741	135	187	143	125	158	91	200	54	3282	366	1270	190	1826	5108	439	45	484

\* Figures in the second row against each category in the stub indicate percentages.



Teacher—Pupil Ratio

Table : 5. 2.

		NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools			Total Primary Schools			Number of Junior Basic Schools		
		Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total	
Average number of students		161-03	93-20	149-03	129-79	129-95	112-06	113-63	98-00	69-14	62-53	101-66	104-40	134-07	116-29	166-86	114-98	201-18	196-40	210-16	198-66	134-68	175-85	149-56	173-55
Average no. of teachers		3-47	2-00	3-61	3-30	3-39	3-00	2-88	2-87	2-37	1-77	3-05	2-87	3-25	2-39	3-86	3-00	5-01	5-43	6-33	5-42	3-57	4-67	5-00	4-70
Teachers pupil ratio		46-46	60-41	32-39	36-38	37-37	35-39	41-34	122-29	21-35	42-33	34-36	34-41	25-48	66-43	26-38	30-40	13-36	19-33	18-36	66-37	72-37	65-29	91-36	93

\*Figures in the second row in each category in the stub indicate percentages.



Table : 5.3. Number of Teachers and Number of Primary Sections  
in Elementary Schools

A. Rural Primary Schools

1. Howrah

No. of Sections	Number of Teachers								Total
	1	2	3	4	5	6	7	8	
3		1							1
4	1	11	21	10	4	3		1	51
5			2	1			1		4
7								1	1
Total	1	12	23	11	4	3	1	2	57
	1.8	21.4	40.3	19.3	7.0	5.3	1.8	3.5	

2. Darjeeling

No. of Sections	Number of Teachers								Total
	1	2	3	4	5	6	7	8	
4	1	5	2	1					
5	2	4							
Total	3	9	2	1					
	20.0	60.0	13.3	6.7					

3. Hooghly

No. of Sections	Number of Teachers								Total
	1	2	3	4	5	6	7	8	
4	2	10	21	24	7	3	2	1	70
5		4	6	4	3				17
6					1				1
8			1						1
Total	2	14	28	28	11	3	2	1	89
	2.5	17.7	35.4	35.4	13.9	3.8	2.5	1.3	

4. Burdwan

No. of Sections	Number of Teachers								Total
	1	2	3	4	5	6	7	8	
4	3	12	18	14	2	4	1		54
5		5	11	1		1			18
6					1				1
7								1	1
Total	3	17	29	15	3	5	1	1	74
	4.0	23.0	39.2	20.3	4.0	6.8	1.4	1.4	

Contd.





Table : 5,3 (contd)

## 5. 24-Parganas

No. of Sections	Number of Teachers								Total
	1	2	3	4	5	6	7	8	
4	6	34	56	23	14	4	4		141
5		5	3	5	3	2			18
7							2	1	3
8								1	1
Total	6 (3.7)	39 (23.9)	59 (36.2)	28 (17.2)	17 (10.4)	6 (3.7)	6 (3.7)	2 (1.2)	163

## 6. Nadia

3		1							1
4	1	9	11	4	2		1		28
5		3	1	1				1	6
Total	1 (2.9)	13 (37.1)	12 (34.4)	5 (14.3)	2 (5.7)		1 (2.9)	1 (2.9)	35

## 7. Midnapore

3	4	2	1						7
4	14	75	74	30	9	1			203
5	3	8	13	9	6	1			40
6			2	1		1	2		6
7								1	1
Total	21 (8.2)	85 (33.1)	90 (35.0)	40 (15.6)	15 (5.8)	3 (1.2)	2 (0.8)	1 (0.4)	257

## 8. Birbhum

4	2	15	11	8	1	1			38
5	1	2	2	3					8
6				1					1
Total	3 (6.4)	17 (36.2)	13 (27.7)	12 (25.5)	1 (2.1)	1 (2.1)			47

## 9. Bankura

2	1								1
3		1							1
4	10	32	31	3	1				77
Total	11 (13.9)	33 (41.8)	31 (39.2)	3 (3.8)	1 (1.3)				79

Contd.



Table : 5.3 (contd.)

## 10. Purulia

No. of Sections	Number of Teachers									
	1	2	3	4	5	6	7	8	10	Total
3	4									4
4	30	33	7	4	1					75
5		2								2
Total	34 (42.0)	35 (43.2)	7 (8.6)	4 (4.9)	1 (1.2)					81

## 11. Malda

3	1									1
4	3	15	8	6	3	1				36
5			1		2		1			4
Total	4 (9.8)	15 (36.6)	9 (22.0)	6 (14.6)	5 (12.2)	1 (2.4)	1 (2.4)			41

## 12. West Dinajpur

4	2	24	18	3	5	1				53
5			1	1						1
6							1			1
Total	2 (3.6)	24 (43.6)	18 (32.7)	4 (7.3)	5 (9.1)	1 (1.8)	1 (1.8)			55

## 13. Coochbehar

2		1								1
3		1								1
4	3	11	2	1	2		1	1	1	22
5				1		1				2
6			1				1			2
Total	3 (10.7)	13 (46.4)	3 (10.7)	2 (7.1)	2 (7.1)	1 (3.6)	2 (7.1)	1 (3.6)	1 (3.6)	28

## 14. Murshidabad

3	1									1
4	13	21	13	5	2					54
5		1	1							2
7							1			1
9				1						1
Total	14 (23.7)	22 (37.3)	14 (23.7)	6 (10.2)	2 (3.4)		1 (1.7)			59

Contd.





Table : 5.3. (contd.)

15. Jalpaiguri

No. of Sections	Number of Teachers										
	1	2	3	4	5	6	7	8	9	10	11 & Total above
3	1										1
4	2	2	2	1	1	2	1				11
5				1							1
6				1							1
Total	3	2	2	3	1	2	1				14
	21.4	14.3	14.3	21.4	7.1	14.3	7.1				

16. Over-all Rural

2	1	1									2
3	11	6	1								18
4	93	309	296	139	54	21	10	3	1		926
5	6	34	39	26	14	4	2	2			127
6			2	3	2	1	4				12
7							3	3			6
8			1					1			2
9				1							1
Total	111	350	339	169	70	26	19	9	1		1094
	10.1	32.0	31.0	15.4	6.4	2.4	1.7	0.8	0.1		

B. Urban Primary Schools

1. Local Body

3	1										1
4	2	12	9	6	1			2			32
5	2		5	10	3						20
6				1	3						4
7						1	2	1			4
8		1				1	4	2		1	9
9							1				1
10							1				1
Total	5	13	14	17	7	2	8	3	2	1	72
	6.9	18.1	19.4	23.6	9.7	2.8	11.1	4.2	2.8	1.4	

(contd)



Table : 5.3 (contd.)

2. Private

No. of Sections	Number of Teachers											11 & Total above
	1	2	3	4	5	6	7	8	9	10		
4	1	9	20	42	22	12	11	6	4	3		130
5	1	1	9	10	17	12	12	3	1	3		69
6					2	1	3	1		1		8
7					1	1	6	3				12
8						2	1		2	2	2	9
9								1	1			2
10								1		1		2
11										1	1	2
Total	2	10	29	52	42	28	33	15	8	11	4	234
	0.9	4.3	12.4	22.2	17.9	12.0	14.1	6.4	3.4	4.7	1.7	

3. G. S. F. P.

4			1	3	2	5	10	1				22
5							3					3
6							3					3
7							1					1
8							1					1
Total			1	3	2	5	18	1				30
			3.3	10.0	6.7	16.7	60.0	3.3				

4. Over-all Urban

3		1										1
4	1	11	33	54	30	18	21	7	4	5		184
5	1	3	9	15	27	15	15	3	1	3		92
6					3	4	6	1		1		15
7					1	1	8	5	1		1	17
8			1			2	3	4	4	2	3	19
9								2	1			3
10								2		1		3
11										1	1	2
Total	2	15	43	69	61	40	53	24	11	13	5	336
	0.6	4.5	12.8	20.5	18.2	11.9	15.8	7.1	3.3	3.9	1.5	

Contd.





Table : 5.3 (contd.)

**I. Total Primary Schools**

No. of Sections	Number of Teachers											Total
	1	2	3	4	5	6	7	8	9	10	11 & above	
2	1	1										2
3	11	7	1									19
4	94	320	329	193	84	39	31	10	4	6		1110
5	7	37	48	41	41	19	17	5	1	3		219
6			2	3	5	5	10	1		1		27
7					1	1	11	8	1		1	23
8			2			2	3	5	4	2	3	21
9				1				2	1			4
10								2		1		3
11										1	1	2
Total	113	365	382	238	131	66	72	33	11	14	5	1430
	7.9	25.5	26.7	16.6	9.2	4.6	5.0	2.3	0.8	1.0	0.4	

**C. Junior Basic Schools**

**1. Rural**

4		1	1		1		1					4
5	2	4	12	20	19	10	2	2	1			72
6		1	1	4		4	2					12
7							2	1				3
8									1			1
9								1				1
Total	2	6	14	24	20	14	7	4	2			93*
	2.1	6.5	15.1	25.8	21.5	15.1	7.5	4.3	2.1			

\*Information from one School is not available.

**C. Junior Basic School**

**2. Urban**

5				1	6	1						8
6						1						1
Total				1	6	2						9
				11.1	66.7	22.2						

**3. Over-all**

4		1	1		1		1					4
5	2	4	12	21	25	11	2	2	1			80
6		1	1	4		5	2					13
7							2	1				3
8									1			1
9								1				1
Total	2	6	14	25	26	16	7	4	2			102
	1.9	5.9	13.7	24.6	25.5	15.6	6.9	4.0	1.9			



Table : 5. 4.

NUMBER OF RURAL PRIMARY SCHOOLS																	Number of Urban Primary Schools				Total Primary Schools.		Number of Junior Basic Schools		
																	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total		
Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total										
All	2 3.4	2 13.3		1 1.4	1 0.6	1 2.9	6 2.3		4 4.9	1 2.4	1 1.8	1 3.6	1 1.7	4 28.6	25 2.3	5 0.5	5 6.8	13 5.6		18 5.3	43 3.0	22 23.4	5 55.6	27 26.2	
Some						5 0.9											2 2.7	1 0.4		3 0.9	8 0.6				
None	56 96.6	13 86.7	88 98.9	73 98.6	160 98.2	34 97.1	235 91.4	47 1000	79 1000	76 93.8	39 95.1	54 98.2	27 96.4	57 96.6	10 71.4	1048 95.7	59 80.8	215 91.9	30 1000	304 90.2	1352 94.4	71 75.5	4 44.4	75 72.8	
Not stated			1 1.1		2 1.2	11 4.3			1 1.2	1 2.4			1 1.7		17 1.6	7 9.6	5 2.1		12 3.6	29 2.0	1 1.1		1 1.0		
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\* Figures in the second row against each category in the stub indicate percentages.



Table : 6. 1. 1.

## Setting of Question Papers

NUMBER OF RURAL PRIMARY SCHOOLS																				Number of Urban Primary Schools				Number of Junior Basic Schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body			Private Aided			G. S. F. P.			Total	Total Primary Schools	Rural	Urban	Total
Exclusively	7	2	12	8	11	25	10	18	5	16	5	9.1	57.1	8.5	78.6	11.9	130	30	145	19	194	324	65	7	72					
	46.7	2.2	16.2	4.9	31.4	9.7	12.7	22.2	9.1	57.1	8.5	78.6	11.9	8.5	78.6	11.9	41.1	62.0	63.3	57.6	22.6	69.1	77.8	69.9						
Jointly	6	7	39	52	23	59	63	60	49	12	22	49	12	54	2	490	32	85	11	128	618	20	1	21						
	40.0	7.9	52.7	31.9	65.7	23.0	79.7	74.1	89.1	42.9	53.7	89.1	42.9	91.5	14.3	44.7	43.8	36.3	36.7	38.0	43.2	21.3	11.1	20.4						
Not stated	58	2	80	23	103	1	5	3	1		19	1			1	475	11	4		15	490	9	1	10						
	1000	13.3	89.9	31.1	63.2	2.9	67.3	10.6	7.6	3.7	46.3	1.8			7.1	43.4	15.1	1.7		4.4	34.2	9.6	11.1	9.7						
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103						

\*Figures in the second row against each category in the stub indicate percentages.

Table : 6. 1. 1.

## Setting of Question Papers

NUMBER OF RURAL PRIMARY SCHOOLS																	Number of Urban Primary Schools				Number of Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total	
Exclusively	7	2	12	8	11	25	10	18	5	16	5	9-1	57-1	8-5	78-6	11	130	30	145	19	194	324	65	7	72
	46-7	2-2	16-2	4-9	31-4	9-7	12-7	22-2									41-1	62-0	63-3	57-6	22-6	69-1	77-8	69-9	
Jointly	6	7	39	52	23	59	63	60	22	49	12	54	2	490	32	85	11	128	618	20	1	21			
	40-0	7-9	52-7	31-9	65-7	23-0	79-7	74-1	53-7	89-1	42-9	91-5	14-3	44-7	43-8	36-3	36-7	38-0	43-2	21-3	11-1	20-4			
Not stated	58	2	80	23	103	1	173	5	6	3	19	1					475	11	4		15	490	9	1	10
	100	13-3	89-9	31-1	63-2	2-9	67-3	10-6	7-6	3-7	46-3	1-8					43-4	15-1	1-7	4-4	34-2	9-6	11-1	9-7	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103	

\* Figures in the second row against each category in the stub indicate percentages.



Table : 6. 1. 2.

Special Coaching for Primary Final Examinations : Period.

Special Coaching Period	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Total Primary Schools	Rural	Urban	Total
Within School hrs.				6 8.1												6 0.5	4 5.5	20 8.5	4 13.3	28 8.3	34 2.4			
Outside School hrs.		1 6.7	1 1.1	24 32.4	4 2.5	2 5.7	25 9.7	21 44.7	15 19.0	7 8.6	1 2.4	36 65.5	16 57.1	20 33.9		173 15.8	9 12.3	30 12.8	9 30.0	48 14.2	221 15.4			
Nil		10 66.7		14 18.9	27 16.6	15 42.9	26 10.1	15 31.9	15 19.0	25 30.9	3 7.3	9 16.4	3 10.7	17 28.8	6 42.9	185 16.9	33 45.2	68 29.1	15 50.0	116 34.4	301 21.0			
Not stated	58 1000	4 26.7	88 98.9	30 40.5	132 81.0	18 51.4	206 80.2	11 23.4	49 62.0	49 60.5	37 90.2	10 18.2	9 32.1	22 37.3	8 57.1	731 66.8	27 37.0	116 49.6	2 6.7	145 43.0	876 61.2			
Total	58 15		89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432			

\* Figures in the second row against each category in the stub indicate percentages.

Table : 6. 1. 3.

## Special Coaching for Primary Final Examinations : Duration

Duration	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Total Primary Schools	
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.		Total
Less than a month				25 33.8			53 20.6									78 7.1	2 2.7	20 8.5	7 23.3	29 8.6	107 7.5
One month to three months	1 6.7	7 7.9	24 32.4	8 4.9	12 34.3			24 51.1	5 69.6	34 42.0	36 87.8	32 58.2	16 57.1	26 44.1	7 50.0	282 25.8	9 12.3	40 17.1	6 20.0	55 16.3	337 23.5
Three months or more			1 1.1	3 4.1	3 1.8	1 2.9		4 8.5	4 5.1	8 9.9	2 4.9	12 21.8		1 1.7		39 3.6	2 2.7	4 1.7		6 1.8	45 3.1
Does not arise																					
Not stated	58 1000	4 26.7	81 91.0	8 10.8	125 76.7	7 20.0	178 69.3	4 8.5	5 6.3	14 17.3		2 3.6	9 32.1	15 25.4	1 7.1	511 46.7	27 37.0	102 43.6	2 6.7	131 38.9	642 44.8
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432

• Figures in the second row against each category in the stub indicate percentages.





Percentage of Students passed in class I

Table : 6. 2. 1.

Percentage of passed	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Number of Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Primary Schools.	Rural	Urban	Total
0-33	6 10.3	2 13.3	4 4.5	3 4.1	3 1.8	5 14.3	11 4.3	3 6.4	7 8.9	9 11.1	1 2.4	1 1.8	1 3.6	2 3.4		58 5.3		2 0.6		2 0.6	60 4.2	4 4.3		4 3.9
33-50	8 13.8	1 6.7	7 7.9	9 12.2	14 8.6	6 17.1	37 14.4	10 21.3	6 7.6	28 34.6	4 9.8	13 23.6	1 3.6	8 13.6		152 13.9	6 8.2	5 2.1		11 3.3	163 11.4	11 11.7		11 10.7
50-75	17 29.3	2 13.3	25 28.1	27 36.5	53 32.5	11 31.4	91 35.4	14 29.8	36 45.6	30 37.0	11 26.8	13 23.6	10 35.7	29 49.2	4 28.6	373 34.1	10 13.7	48 20.5	6 20.0	64 19.0	437 30.5	23 24.5	2 22.2	25 24.3
75-100	24 41.4	6 40.0	47 52.8	33 44.6	82 50.3	12 34.3	111 43.2	19 40.4	30 38.0	10 12.3	22 53.7	22 40.0	12 42.9	19 32.2	9 64.3	458 41.8	54 74.0	170 72.6	22 73.3	246 73.0	704 49.2	53 56.4	7 77.8	60 58.3
Nil					1 0.6		1 0.4	1 2.1		1 1.2						4 0.4					4 0.3			
Not stated	3 5.2	4 26.7	6 6.7	2 2.7	10 6.1	1 2.9	6 2.3			3 3.7	3 7.3	6 10.9	4 14.3	1 1.7	1 7.1	50 4.6	3 4.1	9 3.8	2 6.7	14 4.2	64 4.5	3 3.2	3 2.9	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103

• Figures in the second row against each category in the stub indicate percentages.

Table : 6. 2. 2.

Percentage of Students passed in class II

NUMBER OF RURAL PRIMARY SCHOOLS																				Number of Urban Primary Schools				Total Primary Schools		Number of Junior Basic Schools.	
Percentage of passes	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total				
0-33							1 0.4			3 3.7	1 2.4					5 0.5		3 1.3		3 0.9			8 0.6				
33-50	1 1.7		7 7.9	3 4.1	5 3.1	1 2.9	23 8.9	7 14.9	10 12.7	13 16.0	8 19.5		3 10.7	2 3.4		83 7.6	3 4.1	6 2.6	1 3.3	10 3.0	5 5.3		5 4.9				
50-75	22 37.9	2 13.3	25 28.1	19 25.7	53 32.5	13 37.1	104 40.5	13 27.7	29 36.7	41 50.6	12 29.3	19 34.5	9 32.1	21 35.6	6 47.9	388 35.4	23 31.5	59 25.2	7 23.3	89 26.4	38 40.4	1 11.1	39 37.9				
75-100	31 53.4	9 60.0	51 57.3	50 67.6	97 59.5	20 57.1	121 47.1	27 57.4	40 50.6	19 23.5	17 41.5	30 54.5	12 42.9	35 59.3	7 50.0	566 51.7	44 60.3	156 66.7	20 66.7	220 65.3	49 52.1	8 88.9	57 55.3				
Nil	1 1.7						2 0.8			2 2.5						5 0.5											
Not stated	3 5.2	4 26.7	6 6.7	2 2.7	8 4.9	1 2.9	6 2.3			3 3.7	3 7.3	6 10.9	4 14.3	1 1.7	1 7.1	48 4.4	3 4.1	10 4.3	2 6.7	15 4.5	2 2.1		2 1.9				
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	1432	94	9	103			

\* Figures in the second row against each category in the stub indicate percentages.



Table : 6. 2. 3.

Percentage of Students passed in class III

Percentage of passes,	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Primary Schools.		Number of Junior Basic Schools	
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.	Total	Rural	Urban	Total
0-33			1 1.1			4 1.6			1 1.3	2 2.5						8 0.7		2 0.9		2 0.6			2 10 0.7
33-50	4 6.9		5 5.6	1 1.4	11 6.7	1 2.9	24 9.3	3 6.4	14 17.7	11 13.5	6 14.6	8 14.5	3 10.7	3 5.1		94 8.6	7 9.6	9 3.8	1 3.3	17 5.0	7 7.4	7 6.8	
50-75	22 37.9	3 20.0	46 51.7	27 36.5	54 33.1	14 40.0	101 39.3	18 38.3	28 35.4	33 40.7	18 43.9	22 34.5	10 39.3	27 45.8	6 42.9	427 39.0	19 26.0	73 31.2	12 40.0	104 30.9	42 44.7	42 40.8	
75-100	26 44.8	7 46.7	31 34.8	44 59.5	90 55.2	19 54.3	118 45.9	26 55.3	35 44.3	29 35.8	14 34.1	22 40.0	10 35.7	28 47.5	6 42.9	505 46.1	47 64.4	139 59.4	15 50.0	201 59.6	43 45.7	9 100.0	52 50.5
Nil	3 5.2						3 1.2		1 1.3	3 3.7					1 7.1	11 1.0							
Not stated	3 5.2	5 33.3	6 6.7	2 2.7	8 4.9	1 2.9	7 2.7			3 3.7	3 7.3	6 10.9	4 14.3	1 1.7	1 7.1	50 4.6		11 4.7	2 6.7	13 3.9	2 2.1	2 1.9	
Total	58	15	89	74	163	35	257	47	79	81	41	55	28	59	14	1095	73	234	30	337	94	9	103

\* Figures in the second row against each category in the stub indicate percentages.



Table : 6. 3.



Percentage of passes	NUMBER OF RURAL PRIMARY SCHOOLS													Number of Urban Primary Schools				Total Primary Schools.			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Pargannas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body		Private Aided	G. S. F. P.	Total
0-33	3	3	2	1	2	1	2	2	2	2	4	4	3	1	1	30	3	8	1	12	42
		33.3	2.3	1.5	1.3	2.9	0.9	4.4	2.7	2.6	9.8	10.0	13.6	1.7	8.3	3.0	4.5	3.6	3.8	3.8	3.2
33-50		1	2		4	4	11	6	1	8	5	10	2	3	4	61		9		9	70
		11.1	2.3		2.6	11.4	4.9	13.3	1.3	10.5	12.2	25.0	9.1	5.2	33.3	6.1		4.1		2.9	5.3
50-75	12		12	14	15	8	35	13	11	12	7	7	2	7	1	156	10	37	6	53	209
	21.4		13.8	20.9	9.8	22.9	15.6	28.9	14.7	15.8	17.1	17.5	9.1	12.1	8.3	15.6	14.9	16.7	23.1	16.8	15.9
75-100	40	3	69	51	109	19	168	22	57	47	18	19	15	46	4	687	53	159	18	230	917
	71.4	33.3	79.3	76.1	71.2	54.3	74.7	48.9	76.0	61.8	43.9	47.5	68.2	79.3	33.3	68.6	79.1	71.6	69.2	73.0	69.7
Not stated	4	2	2	1	23	3	9	2	4	7	7			1	2	67	1	9	1	11	78
	7.1	22.2	2.3	1.5	15.0	8.6	4.0	4.4	5.3	9.2	17.1			1.7	16.7	6.7	1.5	4.1	3.8	3.5	5.9
Total	56	9	87	67	153	35	225	45	75	76	41	40	22	58	12	1001	67	222	26	315	1316

\* Figures in the second row against each category in the stub indicate percentages.



Table : 6. 4. 1.

Percentage of Students passed in first division

Percentage passed in 1st Division	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Total Primary Schools	
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.		Total
0-33	39 69.6	5 55.5	74 85.2	38 56.7	104 68.0	28 80.0	122 54.2	35 77.8	44 58.7	69 90.8	27 65.8	28 70.0	15 68.2	43 74.1	8 66.7	679 67.8	52 77.6	169 76.1	20 76.9	241 76.5	920 69.9
33-50	8 14.3	1 11.1	7 8.0	11 16.4	11 7.2	2 5.7	34 15.1	5 11.1	8 10.7		4 9.8	6 15.0	2 9.1	9 15.5	1 8.3	109 10.9	4 6.0	33 14.9	1 3.8	38 12.1	147 11.2
50-75	3 5.4		3 3.4	14 20.9	7 4.6	2 5.7	36 16.0	2 4.4	10 13.3		1 2.4	4 10.0	5 22.7	4 6.9	1 8.3	92 9.2	4 6.0	11 5.0	4 15.4	19 6.0	111 8.4
75-100	2 3.6	1 11.1	1 1.1	3 4.5	8 5.2		24 10.7	1 2.2	9 12.0		2 4.9	2 5.0		1 1.7		54 5.4	6 8.9			6 1.9	60 4.6
Not stated	4 7.1	2 22.2	2 2.3	1 1.5	23 15.0	3 8.6	9 4.0	2 4.4	4 5.3	7 9.2	7 17.1			1 1.7	2 16.7	67 6.7	1 1.5	9 4.0	1 3.8	11 3.5	78 5.9
Total	56	9	87	67	153	35	225	45	75	76	41	40	22	58	12	1001	67	222	26	315	1316

\*Figures in the second row against each category in the stub indicate percentages.

Table : 6. 4. 2.

Percentage of Students passed in second division



Percentage passed in 2nd Division	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Total Primary Schools	
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.		Total
0-33	29 51.8	7 77.8	56 64.4	41 61.2	81 52.9	23 65.7	129 57.3	33 73.3	40 53.3	58 76.3	22 53.7	31 77.5	16 72.7	41 70.7	6 50.0	613 61.2	55 82.1	146 65.8	16 61.5	217 68.9	830 63.1
33-50	16 28.6		18 20.7	21 31.3	37 24.2	8 22.9	57 25.3	10 22.2	23 30.7	8 10.5	12 29.3	8 20.0	5 22.7	11 19.0	4 33.3	238 23.8	8 11.9	46 20.7	6 23.1	60 19.0	298 22.6
50-75	7 12.5		8 9.2	3 4.5	9 5.9	1 2.8	27 12.0		6 8.0	2 2.6		1 2.5	1 4.5	5 8.6		70 7.0	3 4.5	19 8.6	3 11.5	25 7.9	95 7.2
75-100			3 3.4	1 1.5	3 2.0		3 1.3		2 2.7	1 1.3						13 1.3		2 0.9		2 0.6	15 1.1
Not stated	4 7.1	2 22.2	2 2.3	1 1.5	23 15.0	3 8.6	9 4.0	2 4.4	4 5.3	7 9.2	7 17.0			1 1.7	2 16.7	67 6.7	1 1.5	9 4.0	1 3.8	11 3.5	78 5.9
Total	56	9	87	67	153	35	225	45	75	76	41	40	22	58	12	1001	67	222	26	315	1316

\*Figures in the second row against each category in the stub indicate percentages.



Table : 6. 4. 3.

## Percentage of Students passed in third division

Percentage passed in third division	NUMBER OF RURAL PRIMARY SCHOOLS															Number of Urban Primary Schools				Total Primary Schools	
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Local Body	Private Aided	G. S. F. P.		Total
0-33	17 30.4	1 11.1	34 39.1	32 47.8	44 28.8	12 34.3	146 64.9	19 42.2	39 52.0	21 27.6	10 24.4	18 45.0	12 54.5	31 53.4	4 33.3	440 43.9	26 38.8	83 37.4	11 42.3	120 38.1	560 42.6
33-50	22 39.3	2 22.2	22 25.3	21 31.3	45 29.4	8 22.9	38 16.9	8 17.8	17 22.7	12 15.8	13 31.7	13 32.5	4 18.2	12 20.7	3 25.0	240 24.0	10 14.9	51 23.0	7 26.9	68 21.6	308 23.4
50-75	8 14.3	3 33.3	20 23.0	11 16.4	27 17.6	6 17.1	25 11.1	12 26.7	9 12.0	14 18.4	5 12.2	7 17.5	2 9.1	9 15.5	2 16.7	160 16.0	20 29.9	67 30.2	5 19.2	92 29.2	252 19.1
75-100	5 8.9	1 11.1	9 10.3	2 3.0	14 9.2	6 17.1	7 3.1	4 8.9	6 8.0	22 28.9	6 14.6	2 5.0	4 18.2	5 8.7	1 8.3	94 9.4	10 14.9	12 5.4	2 7.7	24 7.6	118 9.0
Not stated	4 7.1	2 22.2	2 2.3	1 1.5	23 15.0	3 8.6	9 4.0	2 4.4	4 5.3	7 9.2	7 17.1			1 1.7	2 16.7	67 6.7	1 1.5	9 4.0	1 3.8	11 3.5	78 5.9
Total	56	9	87	67	153	35	225	45	75	76	41	40	22	58	12	1001	67	222	26	315	1316

\*Figures in the second row against each category in the stub indicate percentages.





Buildings	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS															Jr. Basic school			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Total Urban	Rural	Urban
Owned	169 93.3	16 64.0	272 89.8	244 80.3	456 91.3	78 83.9	682 94.8	112 92.6	167 97.6	141 97.9	96 89.7	109 85.8	63 81.8	164 91.1	25 51.0	2794 90.1	693 45.4	301 83.4	21 48.8
Rented	5 2.8	4 16.0	17 5.6	27 8.9	30 6.0	10 10.7	23 3.2	6 4.9	2 1.2	1 0.7	5 4.7	8 6.3	5 6.5	13 7.2	8 16.3	164 5.2	704 46.1	29 8.0	14 32.6
Allowed free use of	7 3.9	3 12.0	14 4.6	27 8.9	13 2.7	2 2.2	12 1.7	3 2.5	2 1.2	2 1.4	6 5.6	9 7.0	9 11.7	3 1.7	16 32.7	128 4.1	119 7.8	22 6.1	8 18.6
Other arrangement		2 8.0		5 1.6		3 3.2						1 0.8				11 0.4	6 0.4	9 2.5	
Not stated				1 0.3			2 0.3									3 0.1	6 0.4		
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	1528	361	43

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7. 1 (contd.)

Teachers Residences : Condition of Buildings.

Buildings	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS															No. of teachers in Jr. Basic schools.			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri		Total	Total Urban	Rural
Pucca	54 29.8	3 12.0	100 33.0	58 19.0	121 24.2	39 41.9	35 4.7	15 12.4	31 18.1	16 11.1	12 11.2	13 10.2		47 26.1	6 12.2	550 17.7	973 63.7	61 16.9	26 60.5
S. Pucca	22 12.1	8 32.0	35 11.6	45 14.8	68 13.6	13 12.0	32 4.4	9 7.5	13 7.6	12 8.3	14 13.0	14 11.0	9 11.7	25 13.9	16 32.7	335 10.8	347 22.7	75 20.8	8 18.6
Kutcha	105 58.1	12 48.0	168 55.4	200 65.8	310 62.1	41 44.1	650 90.4	97 80.1	127 74.3	116 80.6	81 75.7	100 78.7	68 88.3	108 60.0	27 55.1	2210 71.3	202 13.2	224 62.0	9 20.9
Not stated		2 8.0		1 0.3			2 0.2									5 0.2	6 0.4	1 0.3	
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	1528	361	43

\* Figures in the second row against each category in the stub indicate percentages.



Table : 7. 2. Location and source of Drinking water used by Teacher's families

LOCATION	NUMBER OF RURAL PRIMARY SCHOOLS															No. of teachers in Urban Primary Schools			No. of teachers in Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Malda	Female	Total	Rural		Urban	
																				Male	Female	Male	Female
Tap	2 1.1	1 4.0	6 1.9	20 6.6	8 1.6	5 5.4	7 1.0	2 1.6	6 3.5	4 2.8	1 0.9		2 2.6	2 1.1	8 16.3	74 2.4	345 39.3	286 43.9	631 41.3	2 0.7	5 9.0	5 33.3	11 39.3
Tubewell	171 94.6	2 8.0	261 86.1	226 74.3	439 88.0	72 77.4	425 59.1	71 58.7	20 11.7	1 0.7	46 43.0	79 62.2	67 87.1	138 76.7	22 44.9	2040 65.8	397 45.3	251 38.6	641 42.4	199 65.0	25 45.5	5 33.3	8 28.6
Well	1 0.5	11 44.0	31 10.2	29 9.5	34 6.8	16 17.2	217 30.2	47 38.8	128 74.9	119 82.6	54 50.5	48 37.8	7 9.0	39 21.7		781 25.2	77 8.8	55 8.4	132 8.6	62 20.3	14 25.5	1 6.7	7 25.0
Pond	6 3.3		2 0.7	21 6.9	18 3.6		53 7.3		9 5.3	20 13.9	6 5.6		1 1.3		16 32.7	152 4.9	1 1.7	10 1.5	25 1.6	15 4.9	4 7.3	3 20.0	2 7.1
Not stated	1 0.5	11 44.0	3 0.9	8 2.6			17 2.4	1 0.8	8 4.7					1 0.5	3 6.1	53 1.7	43 4.9	49 7.6	92 6.0	28 9.1	7 12.7	1 6.7	
Inside the house	9 4.9	5 20.0	71 23.4	147 48.3	105 21.0	77 82.8	129 17.9	36 29.8	24 14.0	20 13.9	33 30.8	69 54.3	49 63.6	90 50.0	38 77.5	902 29.1	442 50.4	425 65.3	867 56.7	94 30.7	23 41.8	8 53.3	12 42.9
Out side the house	171 94.5	9 36.0	229 75.6	147 48.3	394 79.0	16 17.2	570 79.3	83 68.6	139 81.3	124 86.1	74 69.2	58 45.7	26 33.8	88 48.9	8 16.3	2136 68.9	377 43.0	159 24.4	536 35.0	183 59.8	25 45.5	4 26.7	14 50.0
Not stated	1 0.6	11 44.0	3 1.0	10 3.4			20 2.8	2 1.6	8 4.7				2 2.6	2 1.1	3 6.1	62 2.0	58 6.6	67 10.3	125 8.3	29 9.5	7 12.7	3 20.0	2 7.1
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7. 3.

## Nature and location of bath-rooms in Teacher's residences

NATURE OF BATH-ROOMS	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS															No. of teachers in Urban Primary Schools			No. of teachers in Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Malda	Female	Total	Rural		Urban	
																				Male	Female		
Own arrange- ment pucca	5 2.8		16 5.3	10 3.4	38 7.6	17 18.3	4 0.6	10 8.3	3 1.7	2 1.4		1 0.9	1 1.3	36 20.0	5 10.2	148 4.8	235 26.8	297 45.6	532 34.8	4 1.3	7 12.7	4 26.7	9 32.1
Own arrange- ments im- proved	1 0.6	4 16.0	39 12.9	88 28.9	73 14.6	35 37.6	49 6.8	12 9.9	15 8.8	15 10.4	26 24.3	56 44.0	47 61.0	32 17.8	33 67.3	525 16.9	247 28.2	208 32.0	455 29.7	67 21.9	17 30.9	4 26.7	7 25.0
Public arrangements	174 96.0	14 56.0	245 80.9	200 65.8	388 77.8	40 43.0	653 90.8	99 81.8	145 84.8	126 87.5	81 75.7	70 55.1	27 35.0	111 61.7	7 14.3	2380 76.8	324 36.9	81 12.4	405 26.5	229 74.8	28 50.9	4 26.7	10 35.7
Not stated	1 0.6	7 28.0	3 0.9	6 1.9		1 1.1	13 1.8		8 4.7	1 0.7			2 2.7	1 0.5	4 8.2	47 1.5	71 8.1	65 10.0	136 8.9	6 2.0	3 5.5	3 20.0	2 7.1
Inside the house	5 2.8	4 16.0	54 17.8	93 30.7	111 22.2	51 54.8	41 5.7	19 15.7	18 10.5	17 11.8	30 28.0	50 39.4	50 64.9	63 35.0	38 77.5	644 20.8	491 56.0	507 77.9	998 65.3	69 22.5	22 40.0	8 53.3	16 57.2
Out side the house	175 96.6	14 56.0	246 81.3	205 67.4	388 77.8	41 44.1	665 92.5	102 84.3	145 84.8	126 87.5	77 72.0	77 60.6	25 32.5	115 63.9	7 14.3	2408 77.7	316 36.0	78 12.0	394 25.8	231 75.5	30 54.5	4 26.7	10 35.7
Not stated	1 0.6	7 28.0	3 0.9	6 1.9		1 1.1	13 1.8		8 4.7	1 0.7			2 2.6	2 1.1	4 8.2	58 1.5	70 8.0	66 10.1	136 8.9	6 2.0	3 5.5	3 20.0	2 7.1
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\* Figures in the second row against each category in the stub indicate percentages.



Table 7.4

Privy	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS														No. of teachers in Urban Primary Schools		No. of teachers in Junior Basic Schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Male	Female	Total	Rural		Urban	
																				Male	Female	Male	Female
Service	6 3.3	5 20.0	31 10.2	37 12.2	124 24.8	27 29.0	21 2.9	11 9.0	5 2.9	2 1.4	33 30.8	43 33.9	49 63.6	27 15.0	21 42.8	442 14.2	309 35.2	197 30.3	506 33.1	53 17.3	14 25.5	4 26.7	8 28.6
Sanitary	2 1.1	1 4.0	19 6.3	59 19.4	67 13.4	32 34.4	18 2.5	10 8.3	4 2.3	9 8.5	14 11.0	4 5.2	4 5.2	30 16.6	15 30.6	284 9.2	349 39.8	368 56.5	717 46.9	23 7.5	14 25.5	5 33.3	13 46.4
No arrange- ment	172 95.0	14 56.0	250 82.6	199 65.5	308 61.8	33 35.5	666 92.7	100 82.7	154 90.0	139 96.5	65 60.7	70 55.1	22 28.6	122 67.8	9 18.4	2323 74.9	154 17.6	26 4.0	180 11.8	224 73.2	24 43.6	3 20.0	5 17.9
Not stated	1 0.6	5 20.0	3 0.9	9 2.9		1 1.1	14 1.9		8 4.8	3 2.1			2 2.6	1 0.6	4 8.2	51 1.7	65 7.4	60 9.2	125 8.2	6 2.0	3 5.4	3 20.0	2 7.1
Inside the house	7 3.8	6 24.0	47 15.5	92 30.3	190 38.0	57 61.3	36 5.0	21 17.3	8 4.7	2 1.4	24 22.4	56 44.0	42 54.5	52 28.9	35 71.4	675 21.8	648 73.9	560 86.0	1208 79.0	71 23.2	28 50.9	9 60.0	20 71.5
Out side the house	173 95.6	14 56.0	253 83.6	203 66.8	309 62.0	35 37.6	668 93.0	100 82.7	155 90.6	139 96.5	83 77.6	71 56.0	13 16.9	127 70.5	10 20.4	2353 75.9	161 18.3	29 4.5	190 12.5	227 74.2	24 43.6	3 20.0	6 21.4
Not stated	1 0.6	5 20.0	3 0.9	9 2.9		1 1.1	15 2.0	15 12.1	8 4.7	3 2.1			22 28.6	1 0.6	4 8.2	72 2.3	68 7.8	62 9.5	130 8.5	8 2.6	3 5.5	3 20.0	2 7.1
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\* Figures in the second row against each category in the stub indicate percentages.





Table : 7.5

Size of Teacher's Family

No. of Members	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS												No. of teachers in Urban Primary Schools		No. of teachers in Junior Basic Schools				
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Total Urban	Rural	Urban
1	3 1.7	2 8.0	2 0.7	8 2.6	1 0.2	2 2.0	3 0.4	2 1.6				9 7.1	3 3.9	1 0.5	1 2.0	37 1.3	72 4.7	11 3.0	1 2.3
2	12 6.6		9 1.3	8 2.6	20 4.0	10 10.8	6 0.8	4 3.3		4 2.8	1 0.9	8 6.3	2 2.6	6 3.3	4 8.2	94 3.0	107 7.0	10 2.8	2 4.7
3-5	58 32.0	13 52.0	81 26.7	85 28.1	138 27.6	39 41.9	153 21.3	30 24.8	22 12.7	29 20.1	36 33.6	40 31.5	27 35.1	54 30.0	19 38.8	825 26.6	603 39.5	110 30.5	20 46.5
6-10	80 44.2	7 28.0	160 52.8	166 54.6	282 56.6	39 41.9	457 63.6	71 58.7	114 66.8	88 61.1	62 58.0	59 46.4	41 53.2	94 52.2	25 50.0	1745 56.3	653 42.7	195 54.0	19 44.2
11-15	22 12.2	2 8.0	35 11.5	28 9.2	45 9.0	3 3.2	88 12.2	14 11.6	30 17.5	20 13.9	7 6.6	11 8.7	3 3.9	20 11.1		327 10.5	72 4.7	26 7.2	1 2.3
16-20	6 3.3		13 4.3	8 2.6	8 1.6		10 1.4		2 1.2	1 0.7	1 0.9		1 1.3	3 1.8		53 1.8	9 0.6	4 1.1	
21-			2 0.7	1 0.3	3 0.6		2 0.3		2 1.2	1 0.7						11 0.3	2 0.1	1 0.3	
Not stated		1 4.0	1 0.3		2 0.4				1 0.6	1 0.7				2 1.1		8 0.2	10 0.7	4 1.1	
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	1528	361	43

\*Figures in the second row against each category in the stub indicate percentages.

Table : 7.7

## Percentages of earners among members of teachers' families

Percentages of earners,	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS														Total Urban	Rural	Urban		
	No. of teachers in Urban Pry. schools																		
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad				Jalpaiguri	
-10.0	12 6.6	1 4.0	14 4.6	21 6.9	43 8.6	4 4.3	78 10.8	8 6.6	18 10.5	17 11.7	10 9.3	9 7.1	6 7.8	10 5.5	1 2.0	252 8.1	46 3.0	26 7.3	
10.1-20.0	87 48.0	9 36.0	163 53.8	168 55.3	282 56.5	51 54.8	470 65.4	84 69.5	110 64.3	91 63.3	67 62.6	60 47.2	47 61.0	106 58.9	23 46.9	1818 58.6	462 30.2	191 52.8	12 27.9
20.1-30.0	35 19.3	5 20.0	62 20.5	61 20.0	69 13.8	15 16.1	95 13.2	11 9.1	34 19.9	19 13.2	20 18.8	24 18.9	6 7.8	30 16.7	9 18.4	495 16.0	309 20.2	61 16.9	8 18.6
30.1-40.0	24 13.4	4 16.0	35 11.9	22 7.2	60 12.0	9 9.7	56 7.8	10 8.3	8 4.7	12 8.3	9 8.4	15 11.8	13 16.9	22 12.3	5 10.2	305 9.9	308 20.2	42 11.6	13 30.2
40.1-50.0	16 8.8	1 4.0	19 6.3	20 6.7	31 6.3	9 9.7	12 1.7	6 4.9		4 2.8	1 0.9	9 7.1	1 1.3	6 3.3	7 14.3	142 4.6	208 13.6	19 5.3	7 16.3
50.1-99.9	4 2.2	2 8.0	5 1.6	4 1.3	9 1.8		2 0.3						2 2.6	2 1.1	2 4.1	32 1.0	84 5.5	4 1.1	1 2.3
100.0	3 1.7	2 8.0	3 1.0	3 2.6	3 0.6	5 5.4	6 0.8	2 1.6				10 7.9	2 2.6	2 1.1	2 4.1	48 1.6	101 6.6	14 3.9	2 4.7
Not stated		1 4.0	1 0.3		2 0.4				1 0.6	1 0.7				2 1.1		8 0.2	10 0.7	4 1.1	
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	1528	361	43

\* Figures in the second row against each category in the stub indicate percentages.



Table : 7. 8

Percentage of Earning Dependents among members of teachers' families

Percentage of earning dependents.	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS												Number of teachers, Number of teachers in Urban Primary Schools			Number of teachers in Junior Basic Schools		
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Rural	Urban
0	162 89.5	21 84.0	269 88.9	289 95.1	435 87.2	83 89.3	599 83.3	116 95.9	146 85.4	125 86.8	86 80.4	126 99.2	66 85.7	158 87.8	47 96.0	2728 88.0	320 88.6	39 90.7
-10.0	9 5.0	1 4.0	15 4.9	6 2.0	20 4.0		30 4.2		8 4.7	5 3.5	3 2.8		3 3.9			100 3.2	10 2.8	
10.1-20.0	9 5.0	2 8.0	15 4.9	6 2.0	38 7.6	4 4.3	74 10.3	3 2.5	13 7.6	9 6.2	12 11.2	1 0.8	7 9.1	9 5.0	1 2.0	203 6.6	21 5.8	3 7.0
20.1-30.0	1 0.5		2 0.7	1 0.3	4 0.8	3 3.2	12 1.7	2 1.6	3 1.7		5 4.7		1 1.3	4 2.2		38 1.2	2 0.6	1 2.3
30.1-40.0			1 0.3	1 0.3		3 3.2	3 0.4			1 0.7	1 0.9			5 2.8		15 0.4	3 0.8	
40.1-50.0				1 0.3			1 0.1			3 2.1				2 1.1	1 2.0	8 0.3	1 0.3	
Not stated		1 4.0	1 0.3		2 0.4				1 0.6	1 0.7				2 1.1		8 0.3	4 1.1	
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	361	43

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7.9.1

Daily schedule of work of teachers : Time devoted to Teachers

Time devoted to teachers ( hrs. )	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS														No. of teachers in Urban Primary Schools			No. of teachers in Junior Basic Schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Male	Female	Total	Male	Female	Rural	Urban	
-3.5	3 1.8	3 12.0	3 0.9	8 2.6	8 1.6		1 0.2						1 1.3	2 1.1		29 0.9	43 4.9	35 5.4	78 5.1	1 0.3				
3.5-4.5	43 23.8	10 40.0	184 60.7	77 25.3	85 17.0	44 47.3	206 28.6	58 47.9	66 38.6	77 53.5	64 59.8	2 1.6	11 14.3	35 19.4		962 31.0	512 58.4	326 50.1	838 54.8	112 36.6	17 30.9	1 6.7	17 60.7	
4.5-5.5	131 72.4	11 44.0	115 37.9	195 64.1	403 80.8	49 52.7	493 86.6	63 52.0	101 59.0	65 45.1	43 40.2	124 97.6	65 84.4	122 67.8	49 100.0	2029 65.4	309 35.2	282 43.3	591 38.7	191 62.4	38 69.1	14 93.3	11 39.3	
5.5-	4 2.2		1 0.3	24 7.9	3 0.6		19 2.6		4 2.4	1 0.7				20 11.1		76 2.4	13 1.5	7 1.1	20 1.3	2 0.7				
Not stated		1 4.0								1 0.7		1 0.8		1 0.6		4 0.1		1 0.2	1 0.1					
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28	

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7. 9. 2

Time Devoted to Private Coaching

Time devoted to private coaching (hrs.)	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS														No. of teachers in Urban Primary schools		No. of teachers in Jr. Basic schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Male	Female	Total	Rural		Urban	
																				Male	Female	Male	Female
1	1 0.5		16 5.3	3 0.9	8 1.6	1 1.0	20 2.8	4 3.3	5 2.9		4 3.7		1 1.3	4 2.2		67 2.2	37 4.2	12 1.8	49 3.2	8 2.6	1 1.8		
2	40 22.1	2 8.0	36 11.9	24 7.9	26 5.2	7 7.5	62 8.6	14 11.6	14 8.2	6 4.2	8 7.5	15 11.8	6 7.8	8 4.4		286 8.6	141 16.1	46 7.1	187 12.2	26 8.5	1 1.8	3 20.0	1 3.6
3	7 3.8	3 12.0	17 5.6	10 3.3	13 2.6		33 4.7	6 4.9	1 0.6	2 1.4	1 0.9	2 1.6	1 1.3	1 0.5		97 3.1	68 7.8	21 3.2	89 5.8	12 3.9	1 1.8		
4	14 7.9	1 4.0	13 4.3	4 1.3	11 2.2		14 1.9	3 2.5		3 2.0	1 0.9	1 0.8		2 1.1	1 2.1	68 2.2	66 7.5	16 2.5	82 5.4	8 2.6			
Nil	119 65.7	17 68.0	221 72.9	263 86.5	441 88.4	85 91.5	590 82.0	94 77.7	151 88.3	133 92.4	93 56.9	109 85.8	69 89.6	164 91.1	48 97.9	2597 83.8	565 64.4	556 85.4	1121 73.4	252 82.4	52 94.6	12 80.0	27 96.4
Not stated		2 8.0												1 0.5	3 0.1								
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\*Figures in the second row against each category in the stub indicate percentages.

Table : 7. 9. 3

Time Devoted to Higher Study and General Readers

Time devoted to higher study of general reading (hrs.)	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS														No. of teachers in Urban Primary schools		No. of teachers in Jr. Basic schools						
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Male	Female	Rural		Urban		
																			Male	Female	Male	Female	
1	15 8.3	3 12.0	42 13.9	88 28.9	20 4.0	11 11.1	188 26.1	11 9.0	7 4.0	34 23.6	4 3.7	7 5.5	2 2.6	12 6.7		444 14.3	93 10.6	38 5.8	131 8.6	46 15.0	5 20.0	3 3.6	
2	20 11.0	1 4.0	49 16.2	45 14.8	4 0.8	4 4.3	83 11.5	8 6.6		16 11.1	4 3.7	10 7.9	2 2.6	5 2.8	4 8.2	255 8.2	75 8.6	29 4.5	104 6.8	40 13.1	5 33.3	1 3.6	
3	8 4.0		18 5.9	19 6.2		2 2.2	35 4.9	6 5.0		3 2.0		4 3.1		7 3.9	2 4.0	104 3.4	47 5.4	16 2.4	63 4.1	9 2.9	1 1.8	2 7.1	
4	10 5.5		16 5.3	12 3.9		1 1.0	18 2.5	7 5.8		1 0.6				2 1.1		67 2.2	32 3.6	11 1.7	43 2.8	4 1.3	3 5.5	5 17.9	
5	10 5.5	1 4.0	11 3.6	10 3.3			20 2.8	3 2.5				1 0.8		1 .5		57 1.8	33 3.8	7 1.1	40 2.6	7 2.3	1 6.7	1 3.6	
Nil	118 65.3	18 72.0	167 55.1	130 42.8	475 95.2	75 80.7	375 52.2	86 71.0	164 95.9	90 62.5	98 91.6	105 82.7	73 94.8	152 84.4	43 87.8	2169 69.9	597 68.0	547 84.0	1144 74.9	198 64.7	43 78.2	6 40.0	18 64.2
Not stated		2 8.0									1 0.9			1 .5		4	0.5	3	0.2	2 0.7			
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7. 9. 4

## Time Devoted to Social Work



Time devoted to social work (hrs.)	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS													No. of teachers in Urban Primary schools		No. of teachers in Jr. Basic schools							
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Male	Female	Rural		Urban		
																			Male	Female	Male	Female	
1	29 16.0	7 28.0	115 38.0	110 36.2	101 20.3	16 17.2	322 44.8	43 35.5	49 28.7	62 43.0	22 20.6	23 18.1	17 22.0	33 18.3	4 8.2	953 30.7	191 21.8	85 13.0	276 8.0	162 33.3	11 20.0	5 33.3	1 3.6
2	34 18.8	1 4.0	54 17.8	30 9.9	46 9.2	9 9.7	131 18.2	13 10.7	31 18.1	25 17.4	16 14.9	26 20.6	10 13.0	9 5.0	3 6.1	438 14.1	105 12.0	18 2.8	123 8.0	41 13.4	3 5.5	3 20.0	
3	6 3.3	2 8.0	10 3.3	3 0.9	6 1.2	1 1.0	31 4.3		3 1.7	1 0.7	2 1.9	8 6.3	3 4.0	3 1.7	3 6.1	82 2.6	18 2.0	1 0.2	19 1.3	6 2.0			
4	4 2.2		14 4.6	2 0.6	5 1.0	4 4.3	15 2.0	2 1.7		1 0.7	1 0.9	4 3.1	2 2.6	2 1.1		56 1.8	18 2.0	4 0.6	22 1.5	8 2.6			
Nil	108 59.7	13 52.0	110 36.3	159 52.3	341 68.3	63 67.7	220 30.6	63 52.0	88 51.5	54 37.5	65 60.7	66 51.9	45 58.4	132 73.3	39 79.6	1566 50.5	543 62.0	541 83.1	1084 70.9	139 45.4	41 74.5	7 46.7	27 96.4
Not stated		2 8.0								1 0.7	1 0.9			1 0.6		5 0.1	2 0.2	2 0.3	4 0.3	10 3.3			
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	877	651	1528	306	55	15	28

\*Figures in the second row against each category in the stub indicate percentages.



Table : 7. 6

Total monthly income of teachers

Total monthly income (Rs.)	NUMBER OF TEACHERS IN RURAL PRIMARY SCHOOLS													Number of teachers in Urban Primary Schools		Number of teachers in Junior Basic Schools			
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad	Jalpaiguri	Total	Rural	Urban	
-100	1 0.6										2 1.9	4 3.1		1 0.5		8 0.3	51 3.3	1 0.3	1 2.3
101-150	25 13.8	2 8.0	16 5.3	20 6.6	104 20.8	1 1.1	40 5.6	4 3.3	3 1.7	3 2.0	5 4.7	4 3.1	9 11.7	1 0.5	1 2.0	238 7.6	91 6.0	30 8.3	3 7.0
151-200	113 62.4	21 84.0	200 66.0	183 60.2	299 59.9	72 77.4	436 60.6	57 47.1	133 77.9	79 54.9	77 71.9	71 55.9	50 64.9	101 56.1	39 79.6	1931 62.3	953 62.4	204 56.5	36 83.7
201-250	24 13.3	2 8.0	54 17.8	58 19.1	61 12.3	15 16.1	160 22.3	25 20.7	23 13.4	32 22.2	12 11.2	19 15.0	14 18.2	39 21.7	6 12.3	544 17.5	215 14.0	86 23.8	2 4.7
251-500	15 8.3		33 10.9	40 13.1	35 7.0	5 5.4	83 11.5	35 28.9	12 7.0	30 20.9	11 10.3	29 22.7	4 5.2	36 20.0	3 6.1	371 12.0	211 13.8	34 9.4	1 2.3
500-																	3 0.2		
Not stated	3 1.6			3 1.0										2 1.1		8 0.3	4 0.3	6 1.7	
Total	181	25	303	304	499	93	719	121	171	144	107	127	77	180	49	3100	1528	361	43

\*Figures in the second row against each category in the stub indicate percentages.



Table : 8. 1 Number of Schools and of Teachers Existing in 1969 and Estimated to Ensure Compulsory Education for age-group 6-11

	RURAL AREAS														Total Urban	Total		
	Howrah	Darjeeling	Hooghly	Burdwan	24-Parganas	Nadia	Midnapore	Birbhum	Bankura	Purulia	Malda	W. Dinajpur	Coochbehar	Murshidabad			Jalpaiguri	Total Rural
1. No. of Schools a) Existing	1379	547	1878	2275	3933	1472	5938	1418	2327	2194	1065	1463	1045	1651	1088	29673	3784	33457
b) Estimated	1523	1085	2531	3669	7789	2905	7730	2932	4669	4082	2867	2784	1660	4464	1667	52357	6008	58365
c) % increase	10.4	98.4	34.8	61.3	98.0	97.4	34.2	93.7	100.6	86.1	169.2	90.3	58.9	170.4	53.2	76.4	58.8	74.4
2. No. of Teachers Estimated on the basis of i) 3 Teachers per school	4569	3255	7593	11007	23367	8715	23190	8796	14007	12246	8601	8352	4980	13392	5001	157071	18024	175095
ii) 4 teachers per school	6092	4340	10124	14676	31156	11620	30920	11728	18676	16328	11468	11136	6640	17856	6668	209428	24032	233460
iii) Observed Av. No. of teachers	5285	2170	9137	12108	26405	8715	22262	8415	11065	7225	8744	7990	5395	10669	6435	157071	32563	208363